



Language Mentors
International

First Edition

Dari: An Intermediate Course

دری: دوره متوسط

Teacher's Edition
برای معلم



Farid Saydee, Ph.D.

Mohammad Z. Atmar

Language Mentors International

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- **Authors:** Farid Saydee, Ph.D.; Mohammad Atmar, M.A.
- **Instructional Design & Online Activities:** Lina Hariri, M.S.
- **Internal Evaluator:** Rahman Arman, M.A., Tony Cordaro, M.A.
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PREFACE

Dari: An Intermediate Course is the second textbook in this series, designed in alignment with the ACTFL guidelines for the oral proficiency interview (OPI). This textbook aims to elevate learners to an intermediate level (ILR 1) in Dari. Users of this book are assumed to either have a foundational knowledge of the Dari language or to have completed LMI's introductory Dari course.

The Dari language, historically, has not had its fair share of comprehensive, methodologically sound resources. Recognizing this deficit, Language Mentors International (LMI) crafted this textbook, focusing primarily on adult learners keen on delving deep into this rich language.

Our mission was straightforward: to conceive a proficiency-based textbook that is comprehensive, structured, and pioneers pedagogical innovation. We sought not just to enhance linguistic skills but also to nurture critical and transformative thinking, offering a rounded educational journey.

While this resource is tailored for adult learners, spanning from beginners (ILR 0+) to intermediates (ILR 1), it also stands as an essential tool for educators, language institutions, and everyone enthralled by the Dari language.

Crafting this book was an enriching experience, punctuated by rigorous debates, discussions, and continuous refinements. Every choice we made was anchored by our profound commitment to the Dari language and our unwavering pursuit of quality.

Our approach integrates esteemed pedagogical frameworks like Bloom's Taxonomy and Mezirow's transformative learning models. The goal is not merely to teach Dari but to foster a transformative and profound understanding of the language, emphasizing higher-order cognitive skills.

Embarking on this journey as our inaugural venture into the realm of language education, we approached every phase with utmost diligence. Embracing the spirit of continuous improvement, we greatly value your feedback. Your insights and experiences will be instrumental in enhancing the future iterations of this book.

THE DARI LANGUAGE: AN OVERVIEW OF SPEAKERS, CHARACTERISTICS, AND PEDAGOGICAL APPROACHES

The Dari language, one of the two official languages of Afghanistan alongside Pashto, is a member of the Indo-Iranian branch of the Indo-European language family (Windfuhr, 2009). It serves as the lingua franca and is predominantly spoken in the western, central, and northern parts of Afghanistan. With an estimated 27 million speakers, Dari constitutes approximately half of the Afghan population (Ethnologue, 2021).

Dari is also recognized for its historical and cultural significance as it has been the medium of numerous literary and artistic works throughout the centuries. The classical poetry of Rumi, for

instance, originally penned in Dari, has left an indelible mark on the world of literature and spirituality (Lewis, 2000).

The teaching and learning of Dari have been the focus of various pedagogical research and practices. Historically, a more traditional approach dominated the Dari language classroom, where grammar-translation methods prevailed (Ahmad, 2016). However, the modern pedagogical landscape witnesses a shift towards communicative language teaching and task-based approaches. These methods prioritize interaction, the practical use of language, and cultural immersion over rote memorization (Zafari, 2018).

Furthermore, the incorporation of technology in the Dari classroom has shown promise. E-learning platforms, digital multimedia, and language apps have facilitated more engaging and diversified learning experiences, accommodating various learning styles (Khalil, 2020).

Despite these advancements, challenges persist. The scarcity of comprehensive learning resources tailored for different proficiency levels, particularly for adult learners, has been a significant concern (Ethnologue, 2021). Addressing such challenges, however, has been a focal point for language institutions and educators, as they seek innovative methods and materials to improve the Dari learning experience.

HOW TO USE THE TEXTBOOK

Designed to be user-friendly, we recommend learners progress from novice to advanced levels for the best experience. This textbook is more than just an educational tool—it is a gateway to the rich tapestry of Dari culture and worldview.

Maximizing Learning Experience:

This textbook is best utilized with guidance from a proficient Dari mentor. It thoughtfully combines colloquial and formal Dari, starting each lesson with everyday vernacular before transitioning to its formal counterpart. This dual approach illuminates the nuances of written and spoken expressions.

Each lesson is structured to spark curiosity, beginning with essential questions. After a series of activities, a self-assessment helps gauge your understanding.

To fully engage with the material, learners must:

- Seek external resources to enrich understanding.
- Engage deeply with the content to enhance linguistic skills and sociocultural knowledge related to Afghanistan.
- Pay special attention to the Language and Cultural Notes sections, as they provide insights into Dari language subtleties and Afghan culture.

For optimal results, learners must:

- Follow the chapters and lessons sequentially.
- Avoid skipping sections.
- Begin with Chapter One, Lesson 1.
- Emphasize Dari reading and pronunciation, limiting dependence on transliteration.
- Consult the Language and Culture Notes sections diligently.

Lastly, the included audio files are instrumental for honing pronunciation.

ORGANIZATION OF LESSONS

1. Essential Questions:

Thought-provoking questions that set the context for the lesson, aiming to spark curiosity and provide a thematic direction for the upcoming content.

2. Focus of the Lesson:

A brief outline highlighting the primary objectives or learning outcomes of the lesson, guiding learners on what to expect and concentrate on.

3. Exchanges (text and audio dialogues):

Scripted dialogues portraying realistic interactions in the target language, complete with audio recordings to assist learners in comprehending pronunciation and conversational context.

4. Language and Culture Notes:

Insights that shed light on the intricacies and nuances of the language and its cultural background, helping learners understand the broader context of what they are studying.

5. Vocabulary Preparation (audio & transliteration):

A section dedicated to introducing new words or phrases relevant to the lesson, accompanied by audio clips for pronunciation clarity and transliteration to aid those still getting accustomed to the language's script.

6. Multiple Learning Activities:

A collection of diverse tasks and exercises tailored to engage learners and reinforce the lesson's content in various ways, catering to different learning styles.

7. Direct Instruction:

Explicit explanations and teaching of specific linguistic or cultural concepts, ensuring a comprehensive understanding of the lesson's core elements.

8. Form-Focused Activities:

Activities specifically designed to practice and refine particular linguistic structures or forms, such as grammar, syntax, or pronunciation.

9. Critical and Higher-Order Thinking Tasks:

Challenging exercises that push learners to engage in analysis, evaluation, or synthesis of the lesson's content, fostering a deeper level of comprehension.

10. Theme-Related Proverb:

A traditional saying or proverb relevant to the lesson's theme, offering cultural insight and connecting the language learning to deeper cultural values and perspectives.

11. Can-Do Statements/Self-Assessment:

Specific competencies or skills learners should have achieved by the end of the lesson. It serves as a self-evaluation tool, helping learners assess their own understanding and progress.

12. Review of the Chapter:

A concise summary recapping the main points and takeaways from the lesson, enabling learners to reinforce their understanding and prepare for subsequent chapters.



13. Interactive Learning:

Kotobee software provides interactivity for some of the learning activities. To access the activities, visit our site at [languagementors.org/products](https://www.languagementors.org/products) for detailed instructions.

NOTE TO THE INSTRUCTOR

In our pursuit of bridging the gap in quality resources for the Dari language, Language Mentors International (LMI) presents a textbook uniquely designed for transformative learning. As you embark on this teaching journey, here are some guidelines to help you make the most of this resource and enhance your learners' proficiency and overall learning experience:

1. **Understand the Vision:** This textbook is more than a tool to improve linguistic skills; it is a comprehensive guide to instill critical thinking and foster a genuine understanding of the Dari language and culture. Recognize its transformative potential and communicate this vision to your learners.
2. **Diverse Audience Appeal:** While this textbook caters primarily to adult learners across proficiency stages, its pedagogical depth makes it an invaluable tool for educators. Use it to refine your own understanding and to shape teaching strategies tailored to your students' needs.
3. **Structured Progression:** Encourage learners to progress sequentially from novice to advanced levels, ensuring foundational concepts are firmly grasped before advancing to more complex topics.
4. **Dual Linguistic Approach:** Highlight the textbook's thoughtful blend of colloquial and formal Dari. Starting lessons with everyday language before transitioning to formal Dari showcases the richness and versatility of the language. This method also offers students a practical and in-depth understanding of Dari as it's spoken and written.

5. **Listening Activities:** Ensure that when passages are read to students, both the colloquial and formal registers of the language are presented.
6. **Engagement & Curiosity:** Each lesson is designed to ignite curiosity. Encourage active participation in discussions around the essential questions at the beginning of each lesson. This fosters engagement and ensures that learning is not passive absorption but active exploration.
7. **Comprehensive Engagement:**
 - Direct learners to external resources, broadening their horizon and deepening their understanding.
 - Emphasize the importance of the Language and Culture Note sections. These insights help students appreciate the subtleties of Dari and the nuances of Afghan culture.
 - Stress the significance of following the content as structured, avoiding the urge to skip sections or jump ahead.
8. **Emphasize Authentic Pronunciation:** Use the provided audio files regularly. These are not only crucial for correct pronunciation but also for understanding the tonal and rhythmic qualities of spoken Dari.
9. **Feedback Loop:** As educators, your feedback is invaluable to us. Share your experiences and insights. Your input will be instrumental in shaping the future editions of this textbook, ensuring it remains a dynamic and evolving resource.
10. **Answer Keys:** Answers are provided to all activities in **purple** font color.

By leveraging the full potential of this textbook and its pedagogical innovations, you can ensure your learners don't just learn Dari—they live and breathe it. Together let us unveil the rich tapestry of the Dari culture and language.

Course Map

Chapter	Themes	Functions	Structure	Skills and Learning Strategies	Critical Thinking Strategies (Language and Culture Notes)
Chapter One Planning a Trip	Lesson 1 Accommodations and Tourism	Make suggestions, talk about likes and dislikes, and plan a trip.	- Verbs with objects and/or prepositional phrases - Object suffixes	- Brainstorming - Using prior knowledge	Possible challenges visitors may face while in Afghanistan related to hospitality and accommodations.
	Lesson 2 Afghan Hospitality	Demonstrate understanding of cultural practices as related to receiving and welcoming a guest in the Afghan culture.	- Double negatives - Active & passive voice	- Having questions in mind - Finding the main idea	Values that are underlying the Afghan practices of hospitality. IPA 1
Chapter Two Weather & Geography	Lesson 1 Weather and Seasons	Describe the weather and seasons in Afghanistan and explain how to plan activities, so they are less impacted by weather conditions.	- The <i>to be</i> verb - Present and future	- Understanding the intonation - Developing knowledge about the topic - Graphic organizer	Possible challenges related to weather condition and air pollution.
	Lesson 2 Geographical Features and Natural Disaster	Describe Afghanistan's geographical features and explain the opportunities and challenges they bring to people.	Prefixes and suffixes	- Brainstorming - Having questions in mind - Applying knowledge to a new situation	Measures to be taken to avoid being affected by natural disasters caused due to the geographical features of Afghanistan. IPA 2

Chapter Three Afghan Weddings	Lesson 1 Preparing for the Wedding	Identify pre-wedding steps and explain how marriages typically come about in Afghan culture.	• Simple past: <i>to be</i> verbs • Adverbs of time: past tense	• Understanding tone of voice • Guessing the meanings of new words • Previewing the heading	The significance of knowing about marriage traditions in Afghanistan. What are some Dos and Don'ts that guests must consider.
	Lesson 2 Wedding Ceremony	Explain the significance of marriage from the Afghan cultural perspective and create some guidelines about Dos and Don'ts when attending an Afghan wedding.	• Simple past: simple verbs • Simple past: compound verbs	• Making inferences • Classifying • Apply information	Other wedding rituals that may not have been discussed in this lesson. IPA 3
Chapter Four Afghan Music, Dance, and Poetry	Lesson 1 Music in Afghan Society	Identify the significance of music in Afghan society and explain how music reflects culture.	• Present perfect	• Asking questions before and during listening • Forming an opinion • Reading the introduction	Potential challenges Afghan singers and musicians may face in Afghanistan.
	Lesson 2 Dance and Poetry	Identify the significance of dance and poetry in Afghan culture and explain how dance and poetry reflect culture	• Present continuous	• Listening comprehension • Ask questions • Determine importance	Potential challenges Afghan dancers may face in Afghanistan. IPA 4

Chapter Five Entertainment and Local Festivals	Lesson 1 Sports and Entertainment	Identify sports and entertainment practices that are mostly common in villages and explain how those practices have changed over time	• Present perfect continuous tense	• Watch for important explanations • Cause and effect • Making inferences	How Afghans entertain themselves in Afghanistan and how those practices have changed over time.
	Lesson 2 Local festivals	Identify important festivals in Afghan culture and explain what celebrations around the world have in common.	• Past participle • Past perfect	• Listening for details • Previewing • Making connections	How festivals and celebrations practices have changed over time, specifically in Afghanistan. IPA 5
Chapter Six Work and Professions	Lesson 1 Career Planning – Official Jobs	Explain how Afghans prepare themselves for a career.	• Past perfect continuous tense	• Synthesizing information • Using a graphic organizer	How youths plan for their career in Afghanistan and what factors influence their decisions.
	Lesson 2 Self-employment	Explain what jobs and careers are available in rural areas.	• Conditional clauses in Dari	• Connecting to the topic • Determining importance	How youths plan for their career in rural Afghanistan. What factors do they consider and how those factors are similar or different from your culture. IPA 6

TABLE OF CONTENTS

CHAPTER ONE: PLANNING A TRIP	1
LESSON 1: ACCOMMODATIONS AND TOURISM	3
LESSON 2: AFGHAN HOSPITALITY	22
CHAPTER TWO: WEATHER & GEOGRAPHY	46
LESSON 1: WEATHER & SEASONS	48
LESSON 2: GEOGRAPHICAL FEATURES & NATURAL DISASTERS	70
CHAPTER THREE: AFGHAN WEDDINGS	96
LESSON 1: PREPARING FOR THE WEDDING	98
LESSON 2: WEDDING CEREMONY	118
CHAPTER FOUR: AFGHAN MUSIC, DANCE, & POETRY	142
LESSON 1: MUSIC IN AFGHAN SOCIETY	144
LESSON 2: DANCE & POETRY	165
CHAPTER FIVE: ENTERTAINMENT & LOCAL FESTIVALS	191
LESSON 1: SPORTS & ENTERTAINMENT	193
LESSON 2: LOCAL FESTIVALS	213
CHAPTER SIX: WORK & PROFESSIONS.....	240
LESSON 1: CAREER PLANNING – OFFICIAL JOBS	242
LESSON 2: SELF- EMPLOYMENT	262

CHAPTER ONE

فصل اول

PLANNING A TRIP

سفر کردن



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.

Chapter Objectives

- Understand the main idea and key information in a short straightforward informational text on the general topic in both very familiar and everyday contexts about *planning a trip* to Afghanistan by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about *planning a trip* to Afghanistan, creating sentences and series of sentences and asking a variety of follow-up questions.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Chapter Objectives

- Tell a story about my life, activities, events and other social experiences related to *planning a trip* to Afghanistan, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Interact:** **I can** interact at a survival level in some familiar everyday contexts.

Chapter Objectives:

- Compare products and practices in my own and other cultures related to *planning a trip* in Afghan culture.

LESSON 1

درس اول

ACCOMMODATIONS AND TOURISM

اقامت و سياحت

CHP 1. L 1. ESSENTIAL QUESTIONS

- How do Afghans travel?



Discuss the following questions with a partner. Write down the main points on a piece of paper.

- What are some reasons that you take a trip?
- How do you plan a trip?
- What do you enjoy or dislike about traveling?

CHP 1. L 1. FOCUS OF THE LESSON

In this lesson, you will plan a trip to Afghanistan. You will also learn about cultural practices related to travel. The grammatical aspect of the lesson will focus on verbs with objects and/or prepositional phrases. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 1. L 1. Lesson Learning Checklist).

ACCOMMODATIONS AND TOURISM

اقامت و سیاحت

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 1. L 1. INTRODUCTION

- 🎧 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.

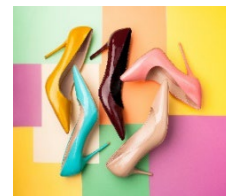


My Trip

سفر من

مه (من) خالده وفا استم و زیاد وخت (وقت) میشه (میشود) که در آمریکا زنده گی می کنم. خالیم (خاله ام) ده (در) کابل زنده گی می کنه (کند) و دگه (دیگر) ماه عارسی (عروسی) بچه یش (پسرش) اس (است). مه (من) کتی (همرای) فامیلم (اولاها و شوهرم) کابل میرم (میروم) و ده (در) عارسی (عروسی) شرکت می کنیم.

بر (برای) سفر، اول یک ماه از کارم رخصتی می گیرم، باز (بعد) پاسپورت خوده (خود را) و دگر هاره (دیگر ها را) جور میکنم بخاطریکه وخت (وقت) بسیار کم اس (است). تکت هاره (را) از ویسایت می خرم. شکر ویزه کار نداریم. باد از ای (بعد از این) کار ها، بر (برای) خیشا (خویشاوندان) و اقارب توفه (تحفه) و سوغات می خرم بخاطریکه باد (بعد) از بسیار وخت (وقت) ها به افغانستان میریم (میرویم). برای کسانیکه دیدن ما میاین (می آیند)، باید توفه (تحفه) بتیم (بدهیم). تحفه دادن رواج افغانهاست.



Language and Culture Note 1.

Travel to Afghanistan

When traveling to visit relatives and friends in Afghanistan it is customary to bring them souvenirs and gifts (تحفه / سوغات). It is also tradition for traveling Afghans to send gifts and souvenirs home to relatives or friends. When the visiting person arrives in Afghanistan, relatives (خویشاوندان) and friends pay a visit and expect gifts. Sometimes relatives compare their gifts and, indirectly, express dissatisfaction (نارضایتی) if their gifts are not as good as others. Taking gifts is a custom (رواج) and tradition that puts pressure on the traveler (i.e., spending money to buy gifts, paying extra luggage fees, heavier luggage to carry, etc.).

CHP 1. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري	
much	zyād	زیاد	۱
short	kotāa	کوتاه	۲
time	waxt/waqt	وخت / وقت	۳
aunt	xāla	خاله	۴
to live	zadagi kardan	زنده گی کردن	۵
holiday	roxsati	رخصتی	۶
wedding	'ārsi/'arosi	عاریسی / عروسی	۷
engagement	nāmzādi	نامزادی	۸
participation	šarkat kardan	شرکت کردن	۹
to sort	jor kardan	جور کردن	۱۰
souvenirs	saoḡāt	سوغات	۱۱
gift	tohfa	تحفه	۱۲
traditions	rawāj	رواج	۱۳
relative	xešā/xešāwadān	خیشا / خویشاوندان	۱۴

Listening Strategies

Brainstorming

Think of many ideas you can about the topic. You can brainstorm alone or with a partner, or in a group. Group brainstorming is more effective as each person can give as many ideas as possible. There are no good or bad ideas.



Learning Activity 3. Match the meanings of the colloquial words and phrases.

short	کوتاه
sort	جور کردن
aunt	خاله
wedding	عروسی
participation	شرکت کردن
holiday	رخصتی
cousin	بچه خاله
short	کوتاه
gift	تحفه دادن
souvenirs	سوغات



Learning Activity 4. Define the following Dari words.

souvenirs	سوځات
relatives	خيشا / خویشاوندان
travel	سفر
passport	پاسپورت
visa	ویزه
ticket	تکت



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 1. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The speaker currently lives in America.	ص
Khalim's child was born last month.	غ
The speaker's entire family will be going to Kabul.	ص
The wedding is in Kabul.	ص
The speaker will take a month off from work for the trip.	ص
The speaker has already arranged their passport and other necessary things.	غ
The tickets for the trip will be purchased from a website.	ص
The speaker and their family need a visa for Afghanistan.	غ
The speaker plans to buy gifts and souvenirs for their relatives.	ص
It is customary in Afghanistan to give gifts to those who come to visit.	ص

CHP 1. L 1. DIRECT INSTRUCTION

A. Verbs with Objects and/or Prepositional Phrases

In Dari, it is important to know whether the verb is followed by a direct object or by a prepositional phrase, or both. In the following example, *من* is a direct object.

Ali kicks me. *علی من را لگد می زند.*

We know that [*من* / I/me] is the direct object in the above sentence because it is followed by the object marker [*را*]. As it is observed, there is no preposition used in the above example. However, there are verbs that need prepositional phrases. For example:

Ali speaks with me. *علی همراه من گپ می زند.*
Ali attacks me. *علی به من حمله می کند.*

In the above example, the prepositions [*به، همراه*] identifies the direct object in the sentences. In some other cases, verbs can take a direct object and a prepositional phrase such as:

Ali gives me the ball. *علی توپ را به من میدهد.*

Language and Culture Note 2.

Dari Verbs

Since the structure of Dari is different from languages like English, it is important to learn Dari verbs as phrases, not in isolated forms. For example, to learn the verb *to punch* [*مشت زدن*], it is better to learn the phrase *to punch someone* [*کسی را به مشت زدن / کسی را به مشت زدن*].

B. Object Suffixes

When a pronoun is used as the direct object, it has the potential to transform into an object suffix, functioning similarly to a possessive suffix attached to a verb. Despite sharing the same pronunciation as possessive suffixes, these object suffixes serve a distinct role in the sentence. See below how the syntax of the regular sentence 'I buy the gift [من کتاب را می خرم]' changes while still retaining its original meaning (*the book* is the direct object):

I buy the gift.	من تحفه را می خرم.
I buy it.	من آن را می خرم.
I buy it.	من می خرمش.
I buy it.	می خرمش.



Learning Activity 6. Write 2-3 different forms of the following sentences:

	شما غذا می خرید.
	او چای می نوشد.



Learning Activity 7. Match each phrase with its English equivalent. Colloquial Dari is used.

I take off.	مه رخصتی می گیرم.
Do you send gifts to your family?	آیا شما بر دوستان تان سوغاتی می گیرین؟
Our family comes to visit.	خیشاوندای ما به دیدن ما میایند.
My son is arranging the travel.	بچه سفر ره تنظیم می کنه.
I must take leave from work.	مه باید از کار رخصت بگیرم.
To give a gift, is part of our culture.	تحفه دادن رواج افغانهاست.
We don't need to get an Afghanistan visa.	ویزه افغانستانه کار نداریم.
My wife buys two tickets today.	خانمم امروز دو تکت می خره.



Learning Activity 8. Fill in the blanks with the appropriate verbs. Use standard Dari.

۱	من در ماه جنوری _____.	(to get married)
۲	آنها در عروسی _____.	(to participate)
۳	ما به دو تکت امریکا _____.	(to need)
۴	اطفالم به ویزه _____.	(do not need)
۵	ما با طیاره _____.	(to fly)
۶	ما باید برای خویشاوندان خود سوغات _____.	(to take/get/buy)

Key:

۶	۵	۴	۳	۲	۱
بخیریم	پراوز می کنیم	ضرورت نداریم	ضرورت داریم	شرکت می کنند	عروسی می کنم



Learning Activity 9. Listen and fill the gaps. Look up some words using an online dictionary.

۱ من برای _____ (one week) _____ (off) می گیرم.

۲ ما همه به افغانستان _____ (to go) و در عروسی _____ (to participate).

۳ من یک ماه قبل برای پاسپورت _____ (to apply).

۴ فامیلم به بازار _____ (to go) و برای خویشاوندان _____ (to buy gifts).

۵ من از طریق ویبسایت تکت _____ (to buy tickets).

Key:

۵	۴	۳	۲	۱
میخرم	میروود... تحفه میخرد	درخواست میدهم	میرویم... شرکت میکنیم	یک هفته... رخصت

Language and Culture Note 3.

Accommodations and Tourism in Afghanistan

When it comes to accommodations (محل اقامت) and tourism in Afghanistan, travelers can find a range of options that cater to different preferences (ترجیحات مختلف) and budgets. Major cities like Kabul, Herat, and Mazar-e-Sharif offer a variety of hotels, guesthouses, and resorts, ranging from budget-friendly to luxury accommodations. It is advisable to book accommodations in advance and check for safety and security (امنیت) measures provided by the establishments. Additionally, Afghanistan boasts breathtaking natural landscapes, historical sites, and cultural attractions (جاذبه های فرهنگی) that draw tourists. From exploring the ancient city of Balkh to visiting the stunning Band-e-Amir National Park, there are numerous opportunities for adventure and cultural immersion. It is essential to research and plan accordingly, considering the local customs, security situation, and available tourist services.



ACCOMMODATIONS AND TOURISM

اقامت و سياحت

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 1. L 1. ESSENTIAL QUESTIONS

- What are the key factors to consider for tourists planning a trip to Afghanistan?



Learning Activity 10. Look at the picture and discuss the following questions with a partner. Write down the main points on a piece of paper.

- What story does the picture tell?
- What are some common travel practices?

Reading Strategies

Using Prior Knowledge

Before you begin reading, use prior knowledge to answer some questions about the topic. Look up some information online. This will provide a framework for any new information you read and help you to understand the text better.

CHP 1. L 1. READING



Learning Activity 11. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

At the Airport

در میدان هوایی

حالا به میدان هوایی ولایت خود میرویم. پرسونل امنیتی میدان هوایی بکس های ما را چک میکنند. اشیای که از نظر قانونی مجاز (اجازه) نیست را از بکس می کشیم و سپس (بعداً) به دروازه طیار می رویم. مامور مسئول مدارک و اسناد (پاسپورت و بوردنگ کارت) ما را چک من کنند. بعداً داخل طیاره (هواپیما) می شویم و در سیت یا چوکی مخصوص خود می نشینیم. توقف (ایستگاه) اول ما در شهر دوبی در کشور امارت متحده عربی است. طیاره بعد از ۱۰ ساعت توقف (وقفه) در دوبی به افغانستان پرواز می کند و تقریباً ساعت هفت صبح به وقت افغانستان به میدان هوایی کابل نشت می کند. دوستان و اقارب ما در میدان هوایی کابل منتظر ما می باشند تا از ما استقبال (پذیرایی) کنند.



Understanding the Reading



Learning Activity 12. Check your understanding by choosing whether the following statements are true/صحیح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحیح / False غلط
1.	The text mentions going to the airport in the travelers' province.	ص
2.	Airport security personnel check the travelers' bags.	ص
3.	The travelers remove objects that are not legally allowed from their bags.	ص
4.	The travelers go to the gate of the plane after removing restricted objects.	ص
5.	The officer responsible for the travelers' documents checks their passports and boarding cards.	ص
6.	The travelers hear an announcement in their seat or seat	غ
7.	The first stop of the flight is in Dubai, United Arab Emirates.	ص
8.	The stopover in Dubai lasts for 10 hours.	ص
9.	The flight from Dubai to Afghanistan arrives in Kabul at approximately 7:00 a.m. local time.	ص
10.	Friends and relatives are waiting at the Kabul airport to welcome the travelers.	ص



Learning Activity 13. Re-read the text and organize information in chronological order. The family's first activity has been added to the table. Write the rest in Dari, using your own wordings. Look up some words online.



آنها بطرف میدان هوایی میروند.	۱
	۲
	۳
	۴
	۵
	۶
	۷
	۸
	۹
	۱۰

CHP 1. L 1. APPLYING KNOWLEDGE



Learning Activity 14. Pretend that you are Khalida and would like to apply for an Afghan passport for yourself. Work with a partner or alone and complete the following passport application. For this activity, use fictitious information and provide as much information as possible. Look up some words and phrases online.

 Islamic Republic of Afghanistan جمهوری اسلامی افغانستان Passport Application Form فورمه درخواست پاسپورت	
Personal Details	شهرت مکمل
Title:	لقب:
Family Name:	اسم خانوانگی:
Given Names:	اسم:
Father's Full Name:	اسم مکمل پدر:
Grandfather's Full Name:	اسم مکمل پدرکلان:
Date of Birth (Gregorian): DD / MMM / YYYY	تاریخ تولد (هجری شمسی): روز / ماه / سال
Place of Birth details:	جزئیات محل تولد
- Country:	- مملکت:
- Province / State:	- ولایت:
- District / Suburb:	- ولسوالی/ ناحیه:
- Village:	- قریه:
Marital Status: ☐ Single ☐ Engaged ☐ Married ☐ Separated ☐ Widow / Widower ☐ Divorced	حالت مدنی: ☐ نامزد ☐ مجرد ☐ متاهل ☐ جدا شده ☐ طلاق شده ☐ زنمرده/ بیوه
Gender: ☐ Female ☐ Male ☐ Unknown	جنس: ☐ مونث ☐ مذکر ☐ نامعلوم
Child: (Under 18 Years) ☐ Yes ☐ No	طفل: (زیر سن 18) ☐ بلی ☐ نی
Country of Residence:	مملکت محل اقامت:
Other Nationalities:	تابعیت های دیگر:
Height (cm):	قد (به سانتی متر):
Hair Colour: ☐ Black ☐ Blonde ☐ Brown ☐ Red ☐ Grey ☐ Brunette	رنگ مو: ☐ سیاه ☐ زرد ☐ خرمایی ☐ سرخ ☐ سفید ☐ مشکی
Eye colour: ☐ Blue ☐ Brown ☐ Green ☐ Grey ☐ Hazel ☐ Other	رنگ چشم: ☐ آبی ☐ خرمایی ☐ سبز ☐ خاکستری ☐ فندقی ☐ دیگر
Other Distinguishing Marks:	علامت فارقه دیگر:
Contact Details	جزئیات تماس:
Current Address:	آدرس فعلی:
Previous Address:	آدرس قبلی:
Email Address:	پست برقی:
Mobile: Work Tel:	تلفون همراه: تلفون محل کار:
Home Tel: Fax:	تلفون منزل: فکس:
Employment Details	جزئیات وظیفه
Occupation:	شغل:
Employer:	کارفرما:
Employers Address:	آدرس کارفرما:



Learning Activity 15. In your own words, describe the kind of holiday or vacation you are looking to have. Include necessary information such as *what, when, where, how, why*, etc. Use standard Dari.

CHP 1. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare Afghans' cultural practices related to travel and accommodation and your community. What similarities and differences do you notice?

CHP 1. L 1. EVALUATING



Learning Activity 17. In English, describe the significant differences in the information reported on an Afghan passport compared to a passport in your own country. Explain why you believe these differences exist. For instance, consider which family members are mentioned in each document and what that reveals about the societies to which they belong.

CHP 1. L 1. CRITICAL THINKING



Learning Activity 18. Research on the internet or brainstorm with your partner about possible challenges visitors may face while in Afghanistan and recommend some ways to mitigate those challenges. In English, write your findings in the following space:

CHP 1. L 1. CREATING



Learning Activity 19. Based on your learning and experiences, share your insights for foreigners planning to visit Afghanistan, particularly focusing on the best destinations, accommodation options, and activities. Additionally, provide guidelines in Dari regarding dos and don'ts for a safe and respectful visit to Afghanistan.

Dos انجام بدهيد	Don'ts انجام نه دهيد



Learning Activity 20. Read the Dari proverb. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

هر جا که دل برود، پا میرود.

Transliteration: har jā kah dal berawad pā merawad.

Literal: Where the heart goes, the legs go.

Meaning: The expression emphasizes the strong connection between one's desires or passions and their actions. It suggests that when someone has a deep desire or strong motivation for something, they will find a way to pursue it and make it happen. The proverb signifies the power of determination and the idea that one's actions are driven by their innermost aspirations. It encourages individuals to follow their hearts and take the necessary steps to achieve what they truly desire.

CHP 1. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can plan a trip to Afghanistan and discuss the activities I intend to engage in there.	
2.	I can explain the reasons and methods behind the frequent travels of Afghans to Afghanistan.	
3.	I can describe Afghan cultural practices associated with travel and draw comparisons with my own cultural practices.	
4.	I can offer advice and recommendations to visitors who are planning to travel to Afghanistan.	
5.	I can read a Dari text and summarize its main idea.	
6.	I can share a Dari proverb and provide an explanation of its contextual usage.	

LESSON 2

درس دوم

AFGHAN HOSPITALITY

مهمان نوازی

CHP 1. L 2. ESSENTIAL QUESTIONS

- What does hospitality mean in Afghan culture?



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Discuss the following question with a partner. Write down the main points on a piece of paper.

- What are some practices to welcome a guest in Afghan culture?

CHP 1. L 2. FOCUS OF THE LESSON

In this lesson, you will demonstrate understanding of cultural practices as related to receiving and welcoming a guest in the Afghan culture. The grammatical aspect of the lesson will focus on double negatives and active and passive forms of verbs. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 1. L 2. Lesson Learning Checklist).

AFGHAN HOSPITALITY

مهمانوازی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 1. L 2. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



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At Kabul International Airport

در میدان هوایی بین المللی کابل

حالی د (در) میدان هوایی (فرودگاه) بین المللی کابل استیم. تقریباً ده نفر از اعضای فامیل به شمول کاکا هابیم و بچه (پسر) هابیشان اینجه (اینجا) آمده ان (اند) که ما را خانه بیرن (بیرند). مه (من) کاکا های زیاد دارم، مگم (مگر) میخایم (میخواهیم) که د (در) خانه ای کاکای کلانم (بزرگم) بمایم. د (در) کلچر (فرهنگ) افغانها بسیار مهم اس (است) که به کلان خود احترام کنن (کنند). دگه (دیگر) خیشا های (خویشاوندان) ما را بر (برای) نان چاشت یا نان شو (شب) ده (در) خانه ای خود مهمان می کنن (کنند). ما بر (برای) کل خیشا (همه خویشاوندان) توفه (تحفه) و سوغاتی آوردیم و برشان (برای شان) میبیم (میدهم).

Language and Culture Note 1.

Afghan Culture

In contrast to western culture (فرهنگ غربی), Afghan culture is highly collectivistic (اجتماعی), and Afghans often put their family's interest before their own. Afghans also take great pride (افتخار) in hospitality (مهمانوازی). In the Afghan culture, guests (مهمانان) are considered dear friends of Allah and Afghans seek to host a guest quite early in their friendship (دوستی).

CHP 1. L 2. VOCABULARY PREPARATION

 **Learning Activity 2.** Review the words and try to learn them. To listen to the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
international	baynalmelali	۱ بین المللی
airport	maydān hawāi/frodgā	۲ میدان هوایی / فرودگاه
around	taqriban	۳ تقریباً
to welcome	astaqbāl kardan	۴ استقبال کردن
present	hāzar	۵ حاضر
to stay	māndan/bāqi māndan	۶ ماندن / باقی ماندن
respect/to respect	ahtarām/ahtarākardan	۷ احترام / احترام کردن
during	dar jaryān	۸ در جریان
to invite	da'wat kardan	۹ دعوت کردن
original	asli	۱۰ اصلی
gift	tohfa/sawgāt	۱۱ تحفه / سوغات
to visit	didan/malāqāt kardan	۱۲ دیدن / ملاقات کردن

Listening Strategies

Having Questions in Mind

Try to have questions in mind when you listen to a passage, conversation, or presentation. When you listen, try to find answers to your questions. This will keep you focused and help you to understand the information better.



Learning Activity 3. Match the meanings of the colloquial words and phrases.

airport	میدان هوایی
around	تقریباً
welcoming	استقبال کردن
present	حاضر
to stay	باقی ماندن
respect	احترام کردن
during	جریان
to invite	دعوت کردن
original	اصلی
gift	تحفه



Learning Activity 4. Define the following Dari words.

international	بین المللی
respect	احترام
original	اصلی
airport	میدان هوایی
hotel	هوتل
son	بچه / پسر



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 1. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The scene described in the text takes place at the Kabul International Airport.	ص
The author wants to stay at their great uncle's house.	ص
Respecting ancestors is not an important cultural value for Afghans.	ص
Ten family members, including the author's uncles and their children, have arrived at the airport.	ص
The author's relatives welcome them with bread at night.	ص
The author brought gifts and souvenirs only for their immediate family.	ص
The author's relatives are eagerly waiting for them.	ص
The author's uncles and their children came to say goodbye at the airport.	ص
The author's relatives live in different houses.	ص
The author and their family are excited to reunite with their entire extended family.	ص

Language and Culture Note 2.

What Do Afghan Serve to their Guests?

Afghans generally (عموماً) serve their guests homemade sweets, cakes, nuts, and fruits. Kebabs, curries, and different types of rice (برنج) are also common (معمولی) foods (نان/غذا) served in Afghanistan. It is customary for Afghans to treat their guests (مهمانان) with respect (احترام) and offer them the best food that they can provide. Meals often include a variety of dishes that are served with rice.



CHP 1. L 2. DIRECT INSTRUCTION

A. Double Negatives in Dari

Dari employs the use of double negatives. As observed in the examples below, the term 'هیچ' (pronounced 'hech'), meaning 'none', and the negative prefix attached to the verb are frequently used together in negative statements, creating double negatives. This structure does not exist in English. Let's look at the literal translation. The colloquial form has been provided first.

English	Literal Translation	دري
They don't have a plan.	They don't have no plan.	وا هیچ پلان ندارن. آنها هیچ پلان ندارند.
I don't drink any water.	I don't drink no water.	مه هیچ آب نمی خورم. من هیچ آب نمی نوشم.
He doesn't do any work.	He doesn't none work.	او هیچ کار نمی کنه. او هیچ کار نمی کند.

B. Active & Passive Voice in Dari

In Dari language, like in many other languages, there is a distinction between active voice and passive voice. Here's how they generally work in Dari:

1. **Active Voice:** In active voice, the subject of the sentence performs the action. The verb is conjugated to match the subject. The typical word order in Dari sentences is subject-verb-object.

Example:

- Active Voice: محمد سیب را می خورد. (Mohammad sib rā mikhurad.) English Translation: Mohammad eats an apple.

2. **Passive Voice:** In passive voice, the subject of the sentence receives the action, and the focus is on the object or the receiver of the action. The verb is conjugated differently in passive voice constructions. The typical word order in passive sentences is object-verb-subject.

Example:

- Passive Voice: سیب توسط محمد خورده می شود. (Sib tawsī Muhammad khurda mishawad.) English Translation: The apple is eaten by Mohammad.

In passive voice constructions, the verb is often formed by using the past participle of the main verb along with the auxiliary verb "شدن" (shodan) in the appropriate form. The subject of the active voice becomes the object in the passive voice, and it is usually introduced with the preposition "توسط" (tawasut), meaning "by" or "through."

It's important to note that while active and passive voice exist in Dari, the frequency of their usage may vary depending on the context and style of the language.

Note: Like English, it is common in the Dari passive voice to omit mentioning the subject/door of the action. For example, it is common to say, 'The apple is eaten' as 'سیب خورده می شود'. See additional examples:

Passive		Active	
English	دري	English	دري
The work is finished.	کار خلاص می شود.	I finish the work.	من کار را خلاص می کنم.
Ahmad is slapped.	احمد سیلی زده می شود. احمد سیلی می خورد.	You slap Ahmad.	شما احمد را سیلی می زنید.
The fireplace is lit.	بخاری در داده می شود.	Jamila lights the fireplace.	جمیله بخاری را در می دهد.
The house is cleaned.	خانه پاک می شود.	Ali cleans the house.	علی خانه را پاک می کند.

Language and Culture Note 3.

Staying with Family

It is an Afghan tradition to accommodate their guest(s) in their own homes. Usually (اکثراً), people stay with their relatives or extended family members when visiting Afghanistan. It is not customary (رواج) for Afghans to stay in hotels when traveling to their home country. Staying with relatives (اقارب / خویشاوندان) is also considered safer (مطمین / امن) compared to staying (ماندن / اقامت کردن) in a hotel due to security concerns.



Learning Activity 6. Match each phrase with its English equivalent. Colloquial Dari is used.

We want to go to Kabul for 2 months.	ما می خایم که بر دو ماه کابل بریم.
My aunt invites us.	خالیم ما ره مهمان می کنه.
I invite you.	مه شما ره مهمان می کنم.
Our relatives welcome us.	دوستان ما از ما استقبال می کنن.
Paying respect is very important.	احترام کردن بسیار مهم اس.
We respect our elders.	ما کلان های خوده احترام می کنیم.
We stay most of the time in our elder uncle's house.	زیاد وخت ده خانه ای کاکای کلانم می مانیم.
We visit many places.	ما از بسیار جای ها دیدن می کنیم.



Learning Activity 7. Fill in the blanks with the appropriate verbs. Use standard Dari.

- ۱ ما برای سه ماه به کابل _____ (to stay)
- ۲ از خویشاوندان خود _____ (to visit)
- ۳ ما برای دوستان خود تحفه _____ (to give)
- ۴ خاله ام ما را دعوت _____ (to invite)
- ۵ ما خانه دوستان خود _____ (to go)

Key:

۵	۴	۳	۲	۱
می رویم	می کند	می دهیم	دیدن می کنیم	می مانیم



Learning Activity 8. Listen and fill the gaps. Look up some words using an online dictionary. Colloquial Dari is used.

۱ همه ای ما ده خانه کاکای کلانم _____ (to stay).

۲ افغانها مهمان های خود _____ (to welcome).

۳ توفه دادن _____ (traditions) افغانها _____ (is).

۴ بسیاری _____ (relatives) ما ره ده خانه ای خود _____ (to invite).

۵ ما بعد از دو ماه پس به امریکا _____ (to come).

Key:

۵	۴	۳	۲	۱
می آیم	خویشاوندان — دعوت می کنن	رواج - اس	استقبال می کنن	می مانیم



Learning Activity 9. Use [Vocaroo | Online voice recorder](#) to record yourself. This cloud-based free voice recording service allows you to record yourself and share the link with your teacher or classmate for feedback. In this activity briefly talk about some practices related to hospitality in your culture.

Language and Culture Note 4.

The Importance of Turbans in Afghan Culture

While visiting places in Afghanistan (دیدن جاها در افغانستان) and participating in local gatherings (شرکت در اجتماعات محلی), you may experience being offered turbans (لنگی/دستار) by locals or hosts as a sign of respect (نشانه‌ای از احترام) and hospitality. As Muslims, Afghans often wear turbans (پوشیدن لنگی/دستار) to demonstrate their adherence to Prophet Mohammad's way of dressing (طریقه لباس پوشیدن). Afghans even offer turbans to their non-Muslim guests as a gesture of hospitality and to welcome them (استقبال کردن).



AFGHAN HOSPITALITY

مهمان نوازی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 1. L 2. ESSENTIAL QUESTIONS

- How does Afghan culture prioritize the comfort and well-being of guests during their stay?



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Learning Activity 10. Look at the picture and answer the following questions.

- If you receive guests, what are some ways to entertain them?
- What are some attractions in your town that visitors may prefer to experience?
- Are there similar places (as you see in the picture) in your town where people may prefer to spend time? Describe them.

Reading Strategies

Understanding Parts of Speech

To guess the meaning of a new word from the context, it is crucial to understand whether it is used as a **noun**, **verb**, **adjective**, etc. As a reminder, a **noun** is a person, place, or thing. An **adjective** describes a noun, and a **verb** shows action. Usually, words are grouped together based on how they function in meaning (parts of speech). For instance, nouns are grouped together (e.g., Afghanistan and Pakistan), adjectives are grouped together (big and wide), and so on. It is rare to see nouns and adjectives grouped together (e.g., Afghanistan and big). Identifying parts of speech helps readers guess a word's meaning based on its association with other words. For example, in the sentence, "she is beautiful and alluring," we can guess that the word *alluring* means *beautiful*. The same applies to Dari language.

CHP 1. L 2. READING



Learning Activity 11. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

Bagh Babar, a 500-year-old monument of Kabul

باغ بابر، یادگار ۵۰۰ ساله کابل



باغ بزرگ بابر یکی از مهمترین و زیباترین مکان (محل) های تاریخی کابل است؛ این باغ بسیار دیدنی است و در دامنه کوه قرار دارد. آرامگاه (مقبره/قبر) بابر، فرمانروای مغول هم در همین باغ است.

باغ بابر مکانی تفریحی، زیبا در عین حال تاریخی است و به سبک (طریقه) معماری اسلامی ساخته شده است.

باغ سرسبز بابر یکی از مکان های تفریحی و تاریخی افغانستان است که در طی سالهای جنگ سالم مانده و به مرور ترمیم (جور) شده است.

باغ بابر در دامنه کوه شیر دروازه که به ورودی (دروازه) کابل معروف (مشهور) است قرار گرفته؛ این کوه زیبا در میانه (بین) شهر کابل قرار دارد و در سمت (طرف) غرب این کوه دریای کابل جاری (روان) است.



Adapted from: «باغ بابر»، یادگار 500 ساله کابل + تصاویر: vjc.ir

CHP 1. L 2. AFTER READING

Reading Strategies

Finding the Main Idea

The main idea is the central idea in the author's message. Usually, the main idea is the first sentence in a paragraph. It is also repeated in different wording in the concluding sentences of a paragraph.



Understanding the Reading



Learning Activity 12. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	Babur Garden is a modern place in Kabul.	غ
2.	The garden is situated on top of the mountain.	غ
3.	The tomb of Babur is not located within Babur Garden.	غ
4.	The garden is not considered a recreational place.	غ
5.	Babur Garden is built in the style of Western architecture.	غ
6.	The garden suffered significant damage during the years of war.	غ
7.	Babur's green garden has been completely destroyed and not restored over time.	غ
8.	Shir Darvaz Mountain serves as the entrance to Kabul.	ص
9.	The Kabul Sea flows to the east of Shir Darvaz Mountain.	غ
10.	Babur Garden is located in the outskirts of Kabul.	غ

CHP 1. L 2. AFTER READING

Reading Strategies

Finding the Main Idea

The main idea is the central idea in the author's message. Usually, the main idea is the first sentence in a paragraph. It is also repeated in different words in the concluding sentences of a paragraph.



Learning Activity 13. Work with a partner or alone. Read the article “Jalalabad: Fairs and feasts...” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 14. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Bagh Babar, 500- a 500-year-old monument of Kabul ” in your own words.



Learning Activity 15. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words.

رخستی	کابل	قبر	دریای	تفریحی
-------	------	-----	-------	--------

۱ باغ بابر یکی از میله جاه های _____ است.

۲ _____ بابر یکی از پادشاه هان مغول در این باغ است.

۳ باغ بابر محل _____ و تاریخی است.

۴ این باغ در نزدیک _____ کابل موقعیت دارد.

۵ مردم زیادت در روز های _____ به این باغ برای میله کردن میروند.

Key:

۵	۴	۳	۲	۱
رخستی	دریای	تفریحی	قبر	کابل

CHP 1. L 2. APPLYING KNOWLEDGE



Learning Activity 16. Refer to the passages “At Kabul International Airport” and “Bagh Babar, a 500-year-old monument of Kabul.” Work with a partner. Describe what hospitality means to you and how you welcome and entertain your guests. Write your responses in Dari in the space below using short and discrete sentences. Use an online Dari/Persian dictionary to look up some words.

CHP 1. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 17. In English, compare Afghans' cultural practices related to hospitality and welcoming guests to those of your community. What similarities and differences do you notice?

CHP 1. L2. EVALUATING



Learning Activity 18. Select 2-3 cultural practices related to hospitality, including accommodations in the Afghan culture that differ from your native culture. In English, describe those practices and evaluate their significance based on Afghan customs and traditions.

CHP 1. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with your partner about challenges visitors may face while in Afghanistan related to hospitality and accommodations and recommend some ways to mitigate those challenges. In English, write your findings in the following space:

CHP 1. L2. CREATING



Learning Activity 20. Based on what you have learned and acquired, in Dari, provide some recommendations for foreigners who want to visit Afghanistan. Where should they go? Where should they stay? What can they do? Etc.

Language and Culture Note 5.

Picnic Places

Afghans usually entertain their guests by taking them to parks and picnic areas (جای میله). Families typically (عموما) bring food from home or cook at picnic sites, similar to camping. Mostly, they prepare kababs and play music to enjoy their day out.



Learning Activity 22. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

مهمان دوست خداست.

Transliteration: mehmān dost xadā st.

Literal: A guest is God/Allah's friend.

Meaning: Afghans cherish their guests and go above and beyond to entertain them with delicious food and exceptional hospitality practices. This ethos aligns with Prophet Mohammad's Hadith, "The guest is Allah's friend." This proverb imparts a profound respect and honor for guests, a tradition deeply rooted in many Eastern and Middle Eastern cultures, including Afghanistan, where Dari is commonly spoken. It suggests that welcoming and treating a guest with kindness and generosity equates to serving a friend of God, and by extension, performs a service that pleases God. Typically, this proverb is invoked to emphasize the importance of hospitality, the virtue of selfless service, and the spiritual merit of treating guests with the utmost respect. Its usage can range from everyday conversations about hospitality to deeper philosophical discourses on the role of kindness and generosity in one's spiritual journey.

CHP 1. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe common practices related to receiving and welcoming guests in Afghan culture.	
2.	I can explain some reasons why Afghans choose to stay with their relatives when visiting Afghanistan.	
3.	I can ask and answer questions about hospitality-related practices in Afghanistan.	
4.	I can identify and describe popular tourist attractions in Afghanistan.	
5.	I can read a Dari text and summarize the main idea.	
6.	I can share a Dari proverb and provide an explanation of its contextual usage.	

CHP 1. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 1:

Chapter Objectives:

- Identify the main idea and key information in short straightforward informational texts on *planning a trip* to Afghanistan in both very familiar and everyday contexts about by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about *planning a trip* to Afghanistan, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about my life, activities, events and other social experiences about *planning a trip* to Afghanistan, using sentences and series of connected sentences.
- Compare products and practices in my own and other cultures related to *planning a trip* in Afghan culture.

CHP 1. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 1

Topic: Planning a Trip in Afghanistan

Objective: To demonstrate understanding of the Dari language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on travel in Afghanistan, key considerations for tourists, and the cultural aspects of hospitality.

- **Interpretive Mode**
 - Task: Read a travel guide or article in Dari that details how Afghans typically travel, important tips for tourists planning a trip to Afghanistan, and the concept of hospitality in Afghan culture.
 - Assessment:
 - Write a summary in Dari, highlighting the key points from the guide or article.
 - Compare and contrast these travel and hospitality practices with those in your own culture or another culture you are familiar with.
- **Interpersonal Mode**
 - Task: Engage in a conversation with a classmate in Dari, discussing:
 - Personal experiences or expectations of traveling in Afghanistan.
 - Opinions on how Afghan culture prioritizes guest comfort and well-being.
 - Assessment:
 - Active participation in the conversation, demonstrating the ability to ask and answer questions, and share opinions.
 - Use of appropriate vocabulary and expressions related to travel and hospitality.
- **Presentational Mode**
 - Task: Prepare and deliver a presentation in Dari on planning a trip to Afghanistan:
 - Discuss the key factors tourists should consider when planning their visit.
 - Elaborate on the meaning and importance of hospitality in Afghan culture.
 - Assessment:
 - Organization and clarity of the presentation.
 - Correct usage of relevant vocabulary and grammar.
 - Ability to convey information effectively and engage the audience.
- **Peer Review and Discussion (Post-Presentational Task)**
 - Task:
 - Conduct a peer review session, offering feedback on your classmates' presentations, focusing on content, language use, and presentation skills.
 - Participate in a group discussion synthesizing the learned information and sharing insights on travel and hospitality in Afghan culture.
 - Assessment:
 - Quality of feedback provided, focusing on constructive criticism and positive reinforcement.

- Active participation in the discussion, demonstrating an understanding of the presented topics and the ability to relate them to broader cultural themes.

Note to Instructor: Encourage students to use authentic resources and personal anecdotes where applicable to enrich their understanding of Afghan culture in the context of travel and hospitality. The goal is to foster a deeper cultural understanding while improving language skills in a real-world context. Provide guidance and resources as necessary to support students in their research, discussion, and presentation skills.

CHP 1. VOCABULARY

English	Transliteration	دري
much/many	zyād	زیاد
short	kotāa	کوتاه
time	waxt/waqt	وخت / وقت
aunt	xāla	خاله
live	zadagi kardan	زنده گی کردن
holiday	roxsati	رخصتی
wedding	'ārsi/'arosi	عاریسی / عروسی
engagement	nāmzādi	نامزادی
participation	šarkat kardan	شرکت کردن
sort	jor kardan	جور کردن
souvenirs	saoḡāt	سوغات
gift	tohfa	تحفه
traditions	rawāj	رواج
relative	xešā/xešāwadān	خیشا / خویشاوندان
international	baynalmelali	بین المللی
airport	maydān hawāi/frodgā	میدان هوایی / فرودگاه
around	taqriban	تقریباً
welcoming	astaqbāl kardan	استقبال کردن
present	hāzar	حاضر
to stay	māndan/bāqi māndan	ماندن / باقی ماندن
respect	ahtarām/ahtarākardan	احترام / احترام کردن
during	dar jaryān	در جریان
to invite	da'wat kardan	دعوت کردن
original	asli	اصلی
gift	tohfa/sawḡāt	تحفه / سوغات
to visit	didan/malāqāt kardan	دیدن / ملاقات کردن

CHAPTER TWO

فصل دوم

WEATHER AND GEOGRAPHY

آب و هوا و جغرافیه



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.

Chapter Objectives

- Understand the main idea and key information in short straightforward informational text on the general topic in both very familiar and everyday contexts about Afghan *weather and geography* by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about Afghan *weather and geography*, creating sentences and series of sentences and asking a variety of follow-up questions.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Chapter Objectives

- Tell a story about my life, activities, events and other social experiences related to Afghan *weather and geography*, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Interact:** **I can** interact at a survival level in some familiar everyday contexts.

Chapter Objectives

- Compare products and practices in my own and other cultures related to *weather and geography*.

LESSON 1

درس اول

WEATHER AND SEASONS

هوا و موسم های سال

CHP 2. L 1. ESSENTIAL QUESTIONS

- What is the weather like in Afghanistan?
- How does weather affect people daily life in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- Does Afghanistan have extreme weather?
- Why it is important to know about weather?

CHP 2. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to describe the weather and seasons in Afghanistan and explain how to plan activities, so they are less impacted by weather conditions. The grammatical aspect of the lesson will focus on the form related to present tense of the verb *is* [است یا هست] and future tenses. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 2. L 1. Lesson Learning Checklist).

WEATHER AND SEASONS

هوا موسم های سال

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 2. L 1. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



Wedding Seasons in Afghanistan

موسم عروسی در افغانستان

خالد	جمیلہ جان، ده (در) افغانستان خوبترین موسم عارسی (عروسی) کدام موسم اس (است)؟
جمیلہ	خالد جان، بهترین موسم عارسی د (در) افغانستان بهار و خزان (پایز) اس.
خالد	چرا زیادتر مردم د بهار یا خزان عارسی می کنن؟
جمیلہ	بخاطریکه د او (آن) وخت (وقت) معمولاً هوا خوب اس و مکتب ها هم رخصت اس.
خالد	د باری (درباره) هوای افغانستان برم (برای من) بگو.
جمیلہ	افغانستان معمولاً چار (چهار) فصل داره، بهار، تابستان، خزان و زمستان. هر فصل سه ماه اس. د بهار و خزان هوا معتدل اس مگم (مگر) ده (در) تابستان گرم و د (در) زمستان سرد اس. هوای شار (شهر) های کلان معمولاً بسیار آلوده اس.
جمیلہ	کابل چهار فصل داره. تابستان یش (تابستان اش) خشک و گرم اس. د روز های تابستان درجه حرارت تقریباً تا ۴۰ سانتی گراد بالا (بلند) میره (میرود). د تابستان معمولاً باران نمیشه (نمی شود / نمی بارد). زمستان برف همیشه (برف می بارد) و معمولاً هوا یخ (سرد) میشه (میشود).
جمیلہ	تشکر.
خالد	قابل تشکر نیس.

Language and Culture Note 1.

Climate

Northern (شمالی) and central (مرکزی) Afghanistan experience freezing winters (زمستان سرد) and hot summers (تابستان گرم). However, there are significant regional variations. In contrast, southern (جنوبی) and eastern (شرقی) provinces (ولایت ها) generally have warm (گرم), humid (رطوبت), and rainy (باران) weather. Strong winds are almost a daily occurrence in the southwest during the summer.

CHP 2. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
weather	hawā	۱ هوا
geography	jağrāfyah	۲ جغرافيه
weather/climate	mosam	۳ موسم
favorite	morad ‘lāqah	۴ مورد علاقه
climate	aqlim	۵ اقليم
close/off	band/bastah	۶ بند / بسته
about	dah bārah/dar bārah	۷ د باره / دربارہ
dry	xašk	۸ خشک
hot	garm	۹ گرم
cold	yax/sard	۱۰ يخ / سرد
temperatures	darajah harārat	۱۱ درجه حرارت
dampness	nam/ratubat	۱۲ نم / رطوبت
rain	bārān	۱۳ باران
snow	barf	۱۴ برف

Listening Strategies

Understanding the Intonation

The function of a statement can change based on how the speaker's voice goes up or down. For example, if the speaker's voice goes up, the speaker may ask a question. The speaker does not need to use the question word (آیا) at the beginning.

Example:  خوب استی؟ / are you fine?



Learning Activity 3. Match the meanings of the colloquial words and phrases.

beloved	مورد علاقه
climate	اقلیم
weather	هوا
hot	گرم
dry	خشک
cold	یخ
snow	برف
humidity	نم
temperature	درجه حرارت
rain	باران



Learning Activity 4. Define the following Dari words.

heat	حرارت
summer	تابستان
spring	بهار
season	فصل
autumn	خزان
climate	موسم



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 2. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
Winter is the best season for weddings in Afghanistan.	غ
Nangarhar is one of the coldest provinces in Afghanistan.	غ
Afghanistan enjoys four seasons.	ص
Kabul has a cold climate in winter.	ص
Kabul is very humid in summer.	غ
In Kabul, the daily temperature reaches higher than 35 °C on hot days.	ص
Rain is rare in summer in Kabul.	ص
It snows heavily in winter in Jalalabad.	غ
Spring is the first month of the year in Afghanistan.	ص
Winter is the first month of the year in Afghanistan.	غ



Language and Culture Note 2.

Weather and Its Impact on Daily Life – Traditional Practices

Afghanistan lacks basic infrastructure (زیربنا). Afghans often rely on traditional methods (طریقه های قدیمی / معمول) to survive, especially during winter. For instance, fresh vegetables (سبزیجات تازه) like onions (پیاز), potatoes (کچالو), tomatoes (بنجان رومی), and others are usually unavailable during winter due to the absence of greenhouses (خانه های سبز) and storage facilities. The price of fresh produce (محصولات تازه) raises as they are mainly imported from neighboring countries. To overcome this challenge, Afghans, particularly those living in rural areas (مناطق دهاتی), dry (خشک کردن) vegetables and fruits (سبزیجات و میوه جات) when they are available in the market (بازار) and consume (مصرف کردن) them during winter. Another method is to store vegetables, including potatoes, in pits dug in the backyard. Potatoes are placed in the hole and covered with a thick layer of soil (خاک / زمین) to prevent freezing (یخ زدن) during winter.

CHP 2. L 1. DIRECT INSTRUCTION

A. The *To Be* verb is: هست or است

In the Dari language, "است" and "هست" both serve as forms of the verb "to be" in the present tense. However, they have slight differences in usage. The use of these variants is not easily defined, but there are some suggestions to distinguish between them.

One distinction is that "هست" is used to indicate the existence of something or someone, while "است" is used as an auxiliary verb to describe qualities or attributes. For example, "هست" is used to say that something or someone exists, such as "There is God" or "God exists." [خدا هست]. On the other hand, when we want to describe God as kind and merciful, we use "است" as an auxiliary verb, as in "God is merciful." [خدا مهربان است].

Another distinction made by some Dari speakers is that "هست" is used for living things such as people and animals, while "است" is used for non-living things. For example, the sentence "There is tea" should be translated and as "چای هست." not "چای است."

Some Dari speakers also use "هست" to give special emphasis. For example, "I am a man" would be expressed as "من مرد هستم."

While some native speakers believe that "است" is more formal and commonly used in written language, and "هست" is more informal and used in spoken language, both forms convey the same meaning of "to be" in the present tense and can be understood interchangeably in most situations.

Please note that the references provided are based on general knowledge of Dari grammar and usage and may not cover all possible dialectical variations.

The negative form of both "هست" and "است" is the same, where the initial letter "ه" or "ا" is replaced by "ن" (i.e., "نیست").

B. Present and Future Tenses زمان های حال و آینده

In the Dari language, future events are usually not expressed using the future tense. Instead, it is more customary to use the simple present to discuss the future, much like in English with phrases such as "I'm going to Kabul." [من به کابل میروم].

Furthermore, there are noteworthy distinctions between the colloquial and standard forms of the future tense in Dari. While variations in pronunciation between standard and colloquial Dari are to be expected, these disparities are particularly prominent in the future tense. Additionally, the meanings of the forms can also exhibit slight variations.

i. Colloquial Dari

In colloquial Dari, the spoken form of the word "will" [خواهد] which is "xāt" [خات] is used with the past stem of the verb, and the sentence is conjugated according to the personal pronoun. The formula appears as:

Personal Pronoun + "xāt" + Verb Past Stem + Personal Ending.

See below how the verb "to eat" [خوردن] is used in future tense. The past stem of the verb "to eat" [خوردن] is "xurd" [خورد].

I will eat.	مه خات خوردم.
We will eat.	ما خات خوردیم
You will eat.	تو خات خوردی.
You [pl.] will eat.	شما خات خوردین.
He/she will eat.	او خات خورد.
They will eat.	اونها خات خوردن.

If the verb is compound, such as "to work" [کار کردن], the word "xāt" [خات] is placed before the light verb or in between the two parts of the compound verb. The past stem of the verb "to work" [کار کردن] is "cār kard" [کار کرد]. See below.

I will work.	مه خات کار کردم.
We will work.	ما خات کار کردیم.
You will work.	تو خات کار کردی.
You [pl.] will work.	شما خات کار کردین.
He/she will work.	او خات کار کرد.
They will work.	اونها خات کار کردن.

In sentences with a direct object, there is flexibility in the placement of "xāt" [خات]. Let's examine how the verb "to sell" [فروختن] is used in the future tense. "car" [موتر] serves as the direct object, and the past stem of the verb "to sell" [فروختن] is "faruxt" [فروخت].

I will sell the car.	مه موتر را خات فروختم.
I will sell the car.	مه خات موتر را فروختم.

Note: Grammatically, it is always safe to place "xāt" [خات] right before the main verb in a sentence.

ii. Standard Dari

a) The standard version of the future tense in Dari language involves using the auxiliary verb "خواه" (xā) derived from the verb "خواستن" (xāstan) [to want], followed by the verb in the past stem. This form is commonly used in formal speech and writing. To construct the formal future tense, follow this formula:

[Personal Pronoun] + "خواه" (xā) + [Personal Ending] + [Verb Past Stem]

Examples:

1. I will go. - من خواهم رفت
2. He/she will read. - او خواهد خواند
3. We will see. - ما خواهیم دید
4. You will buy a house. - شما خانه خواهید خرید
5. They will work. - آنها کار خواهند کرد

Note: The word "خواه" (xā) has been conjugated according to the personal pronoun.

The formal version of the future tense is commonly used in formal contexts, such as official documents, academic writing, or formal speeches. In informal conversations, the colloquial form is more prevalent.

To form a negative sentence, place "نه / ن" (na) right before "xāt" [خات] or "xā" [خواه]. See examples below:

1. I will not go. - من نخواهم رفت
2. He/she will not read. - او نخواهد خواند

b) The future tense can also be formed by using the phrase "خواستن = خواه" (khâstan = khâh) meaning "want to" before the verb. Additionally, "می" (mi) and "بـ" (be) are added to the beginning of the present tense of the verbs.

Examples:

1. I want to buy a book. - من می خواهم کتاب بخرم
2. You want to buy a book. - شما می خواهید کتاب بخرید
3. We want to buy a book. - ما می خواهیم کتاب بخریم

• Time Expression in Future

another year	یک سال دیگر	another	یکی دیگر
next year	سال آینده	next	بعد
after one day	بعد از یک روز	after	بعد از



Learning Activity 6. Answer the following questions using simple future tense. Standard Dari has been used.

سوال	جواب
خالده و فامیلش چه وقت به افغانستان میروند؟ (next month)	
عروسی پسر خاله خالده در کدام فصل است؟ (in the summer)	
شما چه وقت می خواهید که به افغانستان بروید؟ (next year)	
خالده چرا به افغانستان میروند؟ (to participate in a wedding)	
شما برای رخصتی های سال آینده یتان چه پلان دارید؟ (travel)	



Learning Activity 7. Match each phrase with its English equivalent. Both colloquial and standard Dari are used.

I will work in Afghanistan next year.	مه سال آینده به افغانستان خات رفتم.
My daughter will learn to drive a car next month.	دختر ماه آیند خواهد آموخت که موتر براند.
My wife will not drive car in Afghanistan.	زنم ده افغانستان موتر نخات چلاند.
Our relatives will be happy to see us.	دوستان ما از دیدن ما خوشحال خواهند بود.
My family wants to stay in Afghanistan.	فامیل می خواهد که در افغانستان باقی بماند.

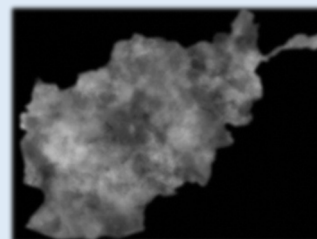


Learning Activity 8. Use [Vocaroo | Online voice recorder](https://vocaroo.com/) to record yourself and share the link with your teacher or classmate for feedback. In this activity, create sentences using the future tense in the Dari language. You can use both standard and colloquial forms.

Language and Culture Note 3.

Pollution

Just like in many other big cities (شهرهای بزرگ) around the world, air pollution (آلودگی هوا) in Afghanistan's major cities, such as Kabul, Jalalabad, Mazar-e-Sharif, Herat, Kandahar, etc., pose a severe risk to the environment and people's health (صحت مردم). According to a 2016 report from the Health Institute's State of Global Air project, the annual death rate due to air pollution in Afghanistan is the highest in the world (406 deaths per 100,000). Afghanistan lacks a proper sewage system (سیستم فاضلاب). Among other contributing factors, the use of leaded and poor-quality fuels (تیل) in vehicles and generators, as well as the burning of waste plastics (پلاستیک), coals (ذغال/ذغال سنگ), and rubber (رابر), has significantly contributed to the poor air quality in Afghanistan.



WEATHER AND SEASONS

هوا موسم های سال

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 2. L 1. ESSENTIAL QUESTIONS

- What are the major causes and consequences of pollution in Afghanistan?



Learning Activity 9. Look at the picture and discuss the following questions with a partner. Write down the main points on a piece of paper.

- What contributing elements can affect Afghan weather in general and in particular?
- How can weather pollution impact people's daily life in Afghanistan?

Reading Strategies

Developing Knowledge about the Topic

To understand the meaning of a passage, it is crucial to develop background knowledge about the topic. Background knowledge refers to the amount of information a reader can acquire about the subject. One way to gather background information is by looking up the topic of the reading before starting, asking questions, and discussing the topic with a friend or classmate.

Another useful approach is to review the knowledge check questions (Learning Activity 10) before delving into the text.

CHP 2. L 1. READING



Learning Activity 10. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

Air Pollution

آلودگی هوای کابل ممکن است مرگبارتر از جنگ باشد

آبان/قوس ۲۲، چهارشنبه ۱۳۹۸/۸/۲۲۱۳۹۸



کابل یکی از آلوده ترین پایتخت‌ها در جهان است و در فصل زمستان آلودگی هوای این شهر نفس راحت را از مردم می‌گیرد. بر علاوه موترهای کهنه، سوختاندن زغال سنگ، زباله و پلاستیک برای گرمایش (گرم کردن) به این مشکل در فصل زمستان می‌افزاید (اضافه می‌کند).

یوسف با خانواده‌اش هشت سال پیش به دلیل جنگ از شرق افغانستان فرار می‌کند، اما نمی‌تواند از تراژیدی نجات یابد. پنج تن از فرزندان‌اش در کابل جان می‌دهند، نه در جنگ و بمبگذاری بلکه در نتیجه آلودگی هوا.

Source: Adapted from: [آلودگی هوای کابل ممکن است مرگبارتر از جنگ باشد](#) - DW - ۲۲/۸/۱۳۹۸

Language and Culture Note 4.

Narrating Past Events in Present Tense: A Common Feature in Dari Language

Sometimes, Dari speakers report past events using the present tense, which is very common when telling a story. For instance,

یوسف با خانواده‌اش هشت سال پیش به دلیل جنگ از شرق افغانستان فرار می‌کند، اما نمی‌تواند از تراژیدی نجات یابد.

Translation: Yusuf and his family flee from eastern Afghanistan eight years ago due to the war, but they cannot escape the tragedy.

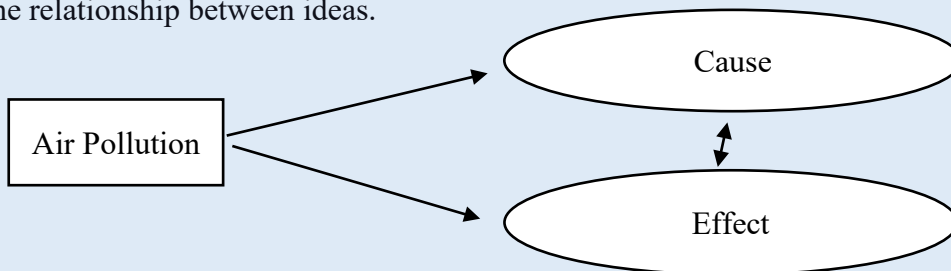
In this example, even though the event occurred in the past, no past tense verbs are used.

CHP 2. L 1. AFTER READING

Reading Strategies

Graphic Organizer

Use a graphic organizer to visually organize ideas in the reading. It will help you to easily see the relationship between ideas.



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	Kabul is one of the least polluted capitals in the world.	غ
2.	The air pollution in Kabul worsens during the winter season.	ص
3.	Burning coal, garbage, and plastic contribute to the air pollution in Kabul during winter.	ص
4.	Yusuf fled eastern Afghanistan to escape air pollution.	غ
5.	Yusuf's children died in Kabul due to air pollution, not war or bombing.	ص
6.	Poverty has no impact on exacerbating air pollution in Kabul.	غ
7.	Kabul has one of the cleanest air qualities among all capitals in the world.	غ
8.	The main cause of air pollution in Kabul is the use of renewable energy sources.	غ
9.	Yusuf's family escaped the war but faced air pollution tragedy in Kabul.	ص
10.	Air pollution in Kabul does not affect the breathing of its residents.	غ



Learning Activity 12. Work with a partner or alone. Read the article “Air Pollution” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Oblique Noun(s)	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Air Pollution” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Standard Dari has been used.

آلوده ترین	پلاستیک	آلودگی	می میرند	صحت
------------	---------	--------	----------	-----

۱ یکی از عوامل _____ در افغانستان غربی مردم است.

۲ در زمستان مردم معمولاً _____ می سوزانند.

۳ آلودگی هوا برای _____ بسیار خطرناک است.

۴ زیاد مردم از اثر آلودگی هوا _____ .

۵ کابل یک از _____ شهر های دنیا است.

Key:

۵	۴	۳	۲	۱
آلوده ترین	می میرند	صحت	پلاستیک	آلودگی

CHP 2. L 1. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passage “Air Pollution” and work with a partner. Write a short email in Dari to a friend and tell them about your city's air condition/pollution. Then ask them 3-4 questions about the air pollution in their city. Use an online Dari/Persian dictionary to look up some words.

CHP 2. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare how the weather and air condition impacts the daily life of people in Afghanistan and in your community. What similarities and differences do you notice?

CHP 2. L 1. EVALUATING



Learning Activity 17. Select 2-3 practices that show weather and air condition in Afghanistan. In English, describe those practices, explain how the situations in those practices contribute to poor air quality and recommend some alternatives. Recommendations must meet the realities on the ground (e.g., people's financial condition, severe cold, lack of infrastructure, etc.).

CHP 2. L 1. CRITICAL THINKING



Learning Activity 18. Research on the internet or brainstorm with your partner about possible challenges visitors may face while in Afghanistan related to weather condition and air pollution and recommend some ways to mitigate those challenges. In English, write your findings in the following space:

CHP 2. L 1. CREATING



Learning Activity 19. Based on what you have learned and acquired in Dari, create a simple blog post that offers recommendations for travelers to Afghanistan. Focus on the precautions they should take to prevent respiratory health issues.

Language and Culture Note 5.

Water Pollution in Afghanistan

According to a report by aa.com (2020), 80% of the drinking water (آب آشامیدنی) in Afghanistan is polluted. This issue mostly results in food poisoning (مسمومیت غذایی). Water pollution is mainly caused by low rainfall (باران), lack of infrastructure in cities, and irregular use of groundwater (آب های زیرزمینی). Most Afghans have developed immunity against waterborne germs (میکروب های موجود در آب); however, visitors must refrain from drinking water from wells. They should always use bottled water (آب بوتلی) or boil it before consumption. Visitors should also exercise caution when consuming raw produce, such as vegetables (ترکاری), as they are usually washed (شسته) with regular water.





Learning Activity 20. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

از زیر چکک خيست (برخاست)، د زیر ناوه شيشټ (نشست)
(Colloquial Dari)

Transliteration: az zer čakak xest da zer nāwah šyšt

Literal: Got up from underneath the dripping and sat under the gutter.

Meaning: This is an idiom that implies someone moving from a bad situation to an even worse one. This phrase is often used to describe situations where someone tries to solve a problem or escape a difficult circumstance, only to find themselves in a predicament that is more challenging or adverse than the original one. It emphasizes the importance of fully understanding the consequences of our actions and decisions and warns against hastily changing circumstances without carefully considering the potential outcomes.

CHP 2. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe what the weather is like in Afghanistan.	
2.	I can describe some elements that deteriorate weather conditions in Afghanistan.	
3.	I can ask and answer questions about weather conditions and air pollution.	
4.	I can explain how the weather affects people's daily life in Afghanistan.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

LESSON 2

درس دوم

GEOGRAPHICAL FEATURES & NATURAL DISASTERS

ویژگی های جغرافیایی و بلای طبیعی

CHP 2. L 2. ESSENTIAL QUESTIONS

- What kind of geography does Afghanistan have?
- How does geography affect Afghanistan?
- What is the most common natural disaster in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What do you see in this picture? Write down the names.
- What opportunities and challenges may each geographical feature bring to Afghanistan and its people?

CHP 2. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to describe Afghanistan's geographical features and explain the opportunities and challenges they bring to people. The grammatical aspect of the lesson will focus on prefixes and suffixes in Dari. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 2. L 2. Lesson Learning Checklist).

GEOGRAPHICAL FEATURES & NATURAL DISASTERS

ویژگی های جغرافیایی و بلای طبیعی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 2. L 2. INTRODUCTION

 **Learning Activity 1.** As you listen to the conversation, think about the type of geography Afghanistan has. Also, consider how geographical features impact people's daily life in different seasons. Write down any words that you need help understanding. Synonyms of new words have been provided inside brackets. You can also look up words online.

Afghanistan Geography

جغرافیای افغانستان

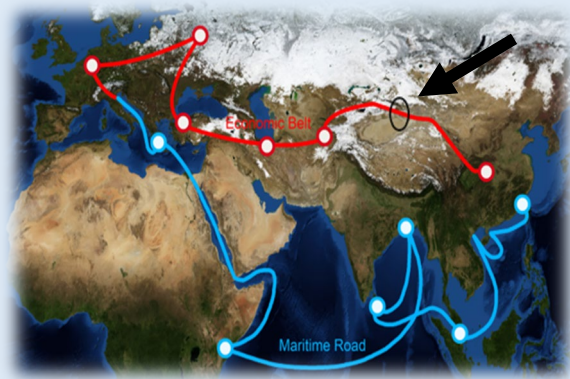


از جغرافیای افغانستان برم (برایم) بگو.	جلال خان:
افغانستان یک کشور کوهستانی و محاط به خشکه اس (است). هشتاد فیصد (درصد) مساحت افغانستانه (افغانستان را) کوه ها تشکیل می ته (دهد). کوهستانی بودن افغانستان مشکلات زیادی ره (را) برای مردم به خصوص در زمستان ایجاد می کنه (می کند).	حشمت خان:
آیا ای (این) درست اس که ده (در) افغانستان جاده (سرک) های زیادی وجود نداره ده زمستان که برف زیاد می باره (می بارد)، راه رفت و آمد مردم بسیار سخت می شه (شود)؟	جلال خان:
بلی، ای گپ (این خبر) درست اس. مخصوصاً ده (در) شمال افغانستان ای مشکل زیاد اس.	حشمت خان:
آیا گاه گاهی سیل هم میایه (می آید)؟	جلال خان:
بله، وقتی باران می باره (می بارد)، بسیار سیل میایه (می آید). بسیاری از مردم جان خوده (خود را) از دست می تن (می دهند/می میرند). برخی از مردم خانه و حیوانات خوده (خود را) از دست می تن (می دهند).	حشمت خان:
تشکر حشمت خان از ای (این) مالومات (معلومات)، خیر ببینی.	جلال خان:
قابل تشکر نیس.	حشمت خان:

Language and Culture Note 1.

Afghanistan Geography

Afghanistan is a mountainous (کوهستانی) and landlocked (محاط به خشکه) country. It is situated at the crossroads (چهار راهی) where South Asia (آسیای جنوبی), Central Asia (آسیای مرکزی), and West Asia (غرب آسیا) converge. Thanks to its geographical location (موقعیت جغرافیایی) as a primary corridor (دهلیز) between these three regions, Afghanistan has been a site that numerous empires (امپراتوری) have attempted to conquer (فتح کردن) throughout the centuries (قرن).



CHP 2. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To listen to the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
percentage	darsad/fisad	۱ درصد / فیصد
mountainous	kohastāni	۲ کوهستانی
area	masāhat	۳ مساحت
special /exclusive	xās	۴ خاص
problem	maškal	۵ مشکل
to arise / emerge	bawajud āmadan	۶ بوجود آمدن
round trip/coming and going	raft wa āmad	۷ روفت و آمد
hurt	āsib didah	۸ آسیب دیده
flood	sel/selāb	۹ سيل / سیلاب
life	zandagi	۱۰ زنده گی
to lose	az dast dādan	۱۱ از دست دادن
animals	haywānāt/mawāši	۱۲ حیوانات / مواشی
information	mālumāt/ma' lumāt	۱۳ مالومات / معلومات
road	sarak/jādah	۱۴ سرک / جاده

Listening Strategies

Brainstorming

Before you listen to a passage, think about the ideas that are related to the topic. You can work with a partner or alone to brainstorm ideas. It always helps to write down your thoughts and talk about them. Brainstorming prepares you for listening and enables you to understand what you are going to hear.



Learning Activity 3. Match the meanings of the colloquial words and phrases.

area	مساحت
mountainous	کوهستانی
special/exclusive	خاص / مخصوص
problem	مشکل
to arise	بوجود آمدن
round trip	رفت و آمد
flood	سیل
animals	حیوانات
to lose	از دست دادن



Learning Activity 4. Define the following Dari words.

mountainous	کوهستانی
percentage	فیصد
area	مساحت
problem	مشکل
flood	سیلاب
the life	زنده گی



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 2. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The passage is about the Afghanistan landscape.	ص
Mountains have covered most of Afghanistan.	ص
According to the passage, the geographical features of Afghanistan create many challenges for people during the winter.	ص
According to the passage, Afghanistan has enough roads.	غ
Flooding brings life threatening challenges to people in Afghanistan.	ص
According to the passage, people even lose their cattle when it rains and causes floods.	ص
According to the passage, commuting becomes hard in winter.	ص
According to the passage, Afghanistan has access to water/ocean.	غ
Jalal Khan is the first speaker.	ص
Hashmat Khan is the first speaker.	غ

Language and Culture Note 2.

Afghanistan Natural Resources



The United States (ایالات متحده) and Afghanistan conducted a geological survey (سروی جیولوژیکی) of the country in 2010. The findings (دریافت ها) indicate (نشان داده) that Afghanistan may possess mineral resources (منابع معدنی) and metals (فلزات) worth more than one trillion dollars, including copper (مس), gold (طلا), oil (نیل), natural gas (گاز طبیعی), uranium (یورانیم), coal (ذغال), lithium (لیتیم), zinc (زنک), gemstones (سنگ های قیمتی), and more. However, the country lacks the capability to extract these resources and typically relies on overseas companies for mining."

CHP 2. L 2. DIRECT INSTRUCTION

Prefixes and Suffixes in Dari

In Dari, prefixes and suffixes are used to modify or change the meaning of words. They are added to the beginning (prefixes) or the end (suffixes) of the root word.

Prefixes in Dari can indicate negation, intensify or weaken the meaning, or specify a direction or location. For example, the prefix "نا-" (nā-) is used to negate a word, such as "نادیده" (nadida) meaning "unseen" or "ناپذیر" (nāpazir) meaning "unacceptable."

Suffixes in Dari can indicate tense, plurality, gender, or function. For example, the suffix "-ها" (-ha) is added to a noun to indicate plurality, such as "کتاب" (ketāb) meaning "book" and "کتابها" (ketābhā) meaning "books."

Prefixes and suffixes in Dari play a significant role in expanding vocabulary, altering word meanings, and forming new words, allowing for a richer and more flexible expression in the language. Let's review the most common prefixes and suffixes in the Dari language.

a) Prefixes [پیشوندها]

Meaning معنی	Example مثال	Prefix پیشوند
of the same color	همرنگ	هم
colleague/ co-worker	همکار	ham
of the same age	همسن	
harmonious	هماهنگ	
roommate	هم اتاق	
traveling companion	همسفر	
classmate	همصنفی	

Nouns can be derived from the prefix *ham* [هم] using the suffix *i* [ی]. See below.

Meaning معنی	Example مثال
cooperation	همکاری
neighborhood	همسایگی
harmony/coordination	هماهنگی
complicity	همدستی

In the following examples, the first two prefixes, *nā* [نا] and *bi* [بی], express a negative connotation, while the third prefix, *bā* [با], has a positive connotation.

Meaning معنی	Example مثال	Prefix پیشوند	
incorrect useless	نادرست ناکار	<i>nā</i> [نا]	۱
dumb wisdom-less/ brainless	بی عقل / بیعقل بی خرد / بیخرد	<i>bi</i> [بی]	۲
smart wise	با عقل با خرد	<i>bā</i> [با]	۳

Suffixes are also used with some verbs to create different meanings. See how various suffixes change the meaning of the verb 'to come' [آمدن].

Meaning معنی	Example مثال	Prefix پیشوند	Verb فعل
come up/ rise	بر آمدن	بر	آمدن
coming back	باز آمدن	باز	
fall down	فرو آمدن	فرو	
coming up	فراز آمدن	فراز	
to enter	در آمدن	در	
to come in	اندر آمدن	اندر	

Another term is دش (doš), which serves as a negative prefix. However, this prefix is among the forgotten ones. It isn't commonly used, but there are a few examples as follows.

Meaning معنی	Example مثال	Meaning		Prefix پیشوند
enemy	دُشمن	ugly, bad	زشت، بد	دُش
difficult	دُشوار			
curse	دُشنام			

b) Suffixes [پسوندها]

Example مثال	Reference معنی		Suffix پیشوند
garden (gardener)	باغ (باغبان)	guardian/guard	bān [بان]
water (water tank)	آب (آبدان)	pot/place	dān [دان]
dog (little dog)	سگ (سگک)	<i>It refers to something smaller</i>	ak [ک]
river (lake)	دریا (دریاچه)	smallness	cha [چه]
flower (a huge place of flowers)	گل (گلزار)	A place for many people or objects	zār [زار]
Afghan (a place that Afghans live)	افغان (افغانستان)	place, location	stān [ستان]
hand (handle)	دست (دسته)	similarity	ah [ه]

knowledge (scholar)	دانش (دانشمند)	owner	mand [مند]
knowledge (scholar)	دانش (دانشور)	owner	war [ور]
work (worker)	کار (کارگر)	doer	gar [گر]
danger (dangerous)	خطر (خطرناک)		nāk [ناک]
sorrow (depressed)	غم (غمگین)		gin [گین]
city (urban, towns people)	شهر (شهری)		i [ی]



Learning Activity 6. Choose the correct prefixes for the following words to create their opposites.

Opposite Meaning	Meaning	Word
	with God/a believer	۱ با خدا
	smart	۲ هوشیار / با هوش
	without zeal/ coward	۳ بی غیرت
	safe	۴ با امن
	satisfied	۵ راضی
	respectful	۶ با عزت



Learning Activity 7. Choose the correct suffix for the following words to create new meanings. Make sure to write their new meanings in English. Words can take different suffixes and have different meanings. Follow the example.

New Meaning (English)	New Meaning with Suffix	Meaning	Word
border guard/soldier	مرزبان	border	۱ مرز
			۲ مرغ
			۳ طاق
			۴ قبر
			۵ دندان
			۶ خرد



Learning Activity 8. Complete the following matching activity to refresh your memory about the theme of this lesson: 'Afghanistan geography and weather. Colloquial Dari is used.

Nangarhar is warmer than Kabul.	ننگرهار از کابل کده گرمتر اس.
Bamyan is colder than Kabul.	بامیان یکی از سردترین ولایت های کابل اس.
Kabul has better roads than other provinces.	کابل از دگه ولایت ها کده سرک های خوب داره.
Afghanistan has four seasons.	افغانستان چهار فصل داره.
Mazar-e-Sharif is hot and dry in summer.	مزار شریف د تابستان گرم و خشک اس.
Southern provinces are usually warmer.	ولایات های جنوبی معمولاً گرمتر استن.



Learning Activity 9. Complete the following text by adding conjunctions from the list. Standard Dari is used.

_____ افغانستان یک کشور کوهستانی است، هوایش بسیار خراب است. یکی از عوامل _____ این است که مردم از _____ جلوگیری نمی کنند. از این خاطر زیادتیر مردم _____ استند.

اگر چه

مريض

آلوده گی

خرابی هوا

Key:

۴	۳	۲	۱
مريض	آلوده گی	خرابی هوا	اگر چه



Learning Activity 10. In this activity, listen to the sentences and complete the missing word from the list. Use [Vocaroo | Online voice recorder](#) to record yourself and share the link with your teacher or classmate for feedback. Colloquial Dari is used.

جملې	
۱	اگر مه افغانستان «»، د اونجه «» می کنم..
۲	هوای کابل د بهار «» اس.
۳	هوای کابل د تابستان گرم اس «» د زمستان بسیار سرد اس.
۴	د افغانستان مردم د زمستان رابر و پلاستیک می سوزانن، از همی خاطر هوا «» می باشه.
۵	مه بعد از ای که کابله دیدم، باز به ولایت های شمالی سفر «» کدم.

Key:

۵	۴	۳	۲	۱
خات	خراب	خو/مگر	معتدل	برم/بروم، کار

Language and Culture Note 3.

Water Resources

Snowfields (میدان های برف) and glaciers in the Hindu Kush and Himalayas mountains supply about 80% of Afghanistan's water resources (منابع). Melted mountain snows fuel Afghanistan's five river (دریا) basins. Despite having enough water, more than 70% of people lack access to safe drinking water (آب آشامیدنی). War (جنگ), political instability (بی ثباتی سیاسی), and climate (اقلیم) change have destroyed the country's water management system (سیستم مدیریت). Drought (خشکسالی) has affected water resources in recent years. As of 2021, 53% of water points in three provinces have dried out.





Learning Activity 11. Match the questions to answers. Look up some words online using a Dari/Persian online dictionary. Standard Dari is used.

سوال	جواب
مساحت افغانستان چند كيلومتر مربع است.	۶۵۲۰۰۰ كيلومتر
آيا افغانستان منابع طبيعي آب دارد؟	بلى، بيشتر از آب شدن برف مى آيد
بعضى از منابع طبيعي افغانستان کدام هاستند؟	طلا، نفت، گاز طبيعي، زغال سنگ، مس و غيره
بعضى از دلايل خشكسالى در افغانستان چيست؟	برخى از دلايل جنگ و گرمائش زمين است
آيا نوشيدن آب در افغانستان مطمئن است؟	نه هميشه، آب اغلب آلوده است

GEOGRAPHICAL FEATURES & NATURAL DISASTERS

ویژگی های جغرافیایی و بلای طبیعی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 2. L 2. ESSENTIAL QUESTIONS

- What are the key challenges and potential solutions for addressing the humanitarian situation in Afghanistan?



Learning Activity 12. Look at the picture and answer the following questions.

- What does this picture portray?
- Can you relate to the situation the boys are in in this picture? How?

Reading Strategies

Having Questions in Mind

To better understand a passage, it is crucial to connect to the topic. One way to do so is to think of 1-2 questions you want the reading to answer. As you read, keep your questions in mind. This will keep you focused and help you to understand the passage better.

CHP 2. L 2 READING



Learning Activity 13. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

Afghanistan Humanitarian Situation

سازمان ملل: وضعیت بشری افغانستان شاید بدتر شود

جمعه ۲۱/۱۱/۱۴۰۱

دفتر هماهنگ کننده کمک‌های بشردوستانه سازمان ملل می‌گوید احتمال اینکه وضعیت (حالت) بشری (انسانی) در افغانستان بدتر شود، وجود دارد. اوچا در توییتی نوشته «با وجود دو سوم جمعیت نیازمند در سال ۲۰۲۳، بسیار محتمل است که وضعیت بدتر شود، مگر آنکه سطح بودجه حفظ شود.»

اوچا به طرح بشردوستانه ۴.۶ میلیارد دلاری برای افغانستان اشاره کرده و یادآوری کرده است که این رقم بزرگترین فعالیت بشردوستانه این سازمان در سطح جهان به شمار می‌رود (حساب میشود).

دفتر هماهنگی امور بشردوستانه سازمان ملل پیشتر گفته بود که افغانستان با بیش از ۲۴ میلیون انسان نیازمند (ضرورت‌مند)، در صدر کشورهایی قرار گرفته که بیشترین نیاز (ضرورت) را به کمک‌های بشردوستانه دارد.

طالبان هم پیشتر از جهان خواسته بود که به دور از مسائل سیاسی، به افغانستان کمک مالی (پولی) کنند.

Source: Adapted from: afintl.com سازمان ملل: وضعیت بشری افغانستان شاید بدتر شود

CHP 2. L 2 AFTER READING

Reading Strategies

Applying Knowledge to a New Situation

Apply the new knowledge acquired from the reading to a new situation. This practice enhances your critical thinking and helps you remember and retain new information. For example, you read about the humanitarian crises in Afghanistan. Discuss with a partner how this situation is similar or different from other developing countries. Or what actions may help humanitarian crises across the globe?



Understanding the Reading



Learning Activity 14. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	The UN Office for the Coordination of Humanitarian Affairs (OCHA) predicts that the humanitarian situation in Afghanistan will likely improve.	غ
2.	Two-thirds of the Afghan population is in need of humanitarian assistance in 2023.	ص
3.	Maintaining funding levels is crucial to prevent the humanitarian situation from worsening in Afghanistan.	ص
4.	The humanitarian plan for Afghanistan amounts to 4.6 billion dollars.	ص
5.	The humanitarian plan for Afghanistan is the largest of its kind worldwide.	ص
6.	Afghanistan is not among the countries that require the most humanitarian aid.	غ
7.	The Taliban has previously requested financial aid for Afghanistan, excluding any political considerations.	ص
8.	OCHA is responsible for managing humanitarian efforts in Afghanistan.	ص
9.	The statement from OCHA indicates a positive outlook for Afghanistan's humanitarian situation.	غ
10.	Afghanistan has a population of more than 24 million people in need of humanitarian aid.	ص



Learning Activity 15. Work with a partner or alone. Read the article “Afghanistan Humanitarian Situation” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 16. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Afghanistan Humanitarian Situation” in your own words.



Learning Activity 17. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words.

وضعیت	بیکاری	فاجعه انسانی	وابسته	بد
-------	--------	--------------	--------	----

۱ بسیاری از مردم افغانستان با _____ روبرو هستند.

۲ یکی از عوامل فاجعه است.

۳ میلیون ها افغان وضعیت _____ اقتصادی دارند.

۴ زنده گی بسیاری از افغانها به کمک های بشری _____ است.

۵ در مقایسه به سال قبل، _____ اقتصادی مردم خراب است.

Key:

۵	۴	۳	۲	۱
وضعیت	وابسته	بد	بیکاری	فاجعه انسانی

CHP 2. L 2. APPLYING KNOWLEDGE



Learning Activity 18. Refer to the passage “Afghanistan Humanitarian Situation” Work with a partner. Write a short email (3-4 short sentences) in Dari to a friend and tell them about the humanitarian crises that Afghanistan is dealing with. Then ask them 3-4 questions about people’s problems in their community, as related to the topic. Use an online Dari/Persian dictionary to look up some words.

CHP 2. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 19. In English, discuss how Afghanistan's geographic features may contribute to humanitarian crises as compared to some other countries in the region. What similarities and differences do you notice?

CHP 2. L 2. EVALUATING



Learning Activity 20. Select 2-3 pictures showing natural disaster in Afghanistan. In English, describe those pictures and recommend some ways to deal with those situations. Recommendations must meet the realities on the ground (e.g., people's financial condition, severe cold, lack of infrastructure, etc.).

CHP 2. L 2. CRITICAL THINKING



Learning Activity 21. Research on the internet or brainstorm with your partner opportunities and challenges that Afghanistan's geographical features cause. Recommend some ways to deal with the challenges. In English, write your findings in the following space:

CHP 2. L 2. CREATING



Learning Activity 22. Based on what you have learned and acquired, in Dari, create a list of recommendations for visitors who want to travel to Afghanistan. What measures must they take to ensure they are not affected by a natural disaster caused mainly due to geographical features of Afghanistan (e.g., mountains in winter, unpaved roads, possible mudslide, etc.).

Language and Culture Note 4.

Transportation Challenges

Winter usually brings heavy rain (باران شدید) and snow, causing transportation challenges. (مشکلات ترانسپورتي) to many provinces (ولایتونه) and districts (ولسوالی). More than half of Afghanistan's provinces, Badakhshan in the northeast, Bamyan, Daikundi, and Ghor in the center, Ghazni in the southeast, and Nuristan in the east are covered completely by a thick layer of snow for weeks. Most roads are not paved. People usually use domesticated animals (حيوانات اهلی/مواشی) for transportation. They even transport their sick family (خانواده) members on mules (قاطرها), camels (شتر ها), and horses (اسب ها) during the long winter months, which can take up to 8 days to reach a health clinic (کلینیک صحي).





Learning Activity 23. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

کوه به کوه نمی رسد، خو آدم به آدم می رسد.

Transliteration: koh bah koh namerasad xo ādam bah ādam merasad.

Literal: Mountain does not get to another mountain, but a person can reach to another person.

Meaning: People can reach out to each other for help. The proverb encourages people to value human connections and emphasizes the power of interpersonal relationships, highlighting that personal interactions and reaching out to others can overcome geographical or physical barriers. It serves as a reminder that despite obstacles, individuals can bridge gaps and establish connections through their shared humanity.

CHP 2. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe Afghan geography.	
2.	I can describe some impacts of Afghanistan's geographical features to other people.	
3.	I can ask and answer questions about some opportunities and challenges that Afghanistan's geographical features may bring to people.	
4.	I can explain how geographical features may contribute to natural disasters.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

CHP 2. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 2.

Chapter Objectives:

- Identify the main idea and key information in short straightforward informational text on the general topic in both very familiar and everyday contexts about *Afghan weather and geography* by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about *Afghan weather and geography*, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about my life, activities, events and other social experiences related to *Afghan weather and geography*, using sentences and series of connected sentences.
- Compare products and practices in my own and other cultures related *to weather and geography*.

CHP. 2. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 2

Topic: Weather and Geography in Afghanistan

Proficiency Level: Intermediate Low (ACTFL 2012), ILR 1

Objective: To demonstrate understanding of the Dari language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational) focusing on weather, its impact on daily life, and pollution issues in Afghanistan.

- **Interpretive Mode**

- Task:
 - Read a short article in Dari about the climate and geographical features of Afghanistan. The article will include descriptions of various regions, seasonal weather patterns, and how these affect agriculture and daily life.
- Assessment:
 - Write a reflective summary in Dari about the key points from the article.
 - Identify three ways the weather in Afghanistan differs from your own country.

- **Interpersonal Mode**

- Task:
 - Engage in a conversation with a partner in Dari discussing the following:
Your personal experiences with different weathers and how they affect your daily routines.
 - Exchange opinions on how extreme weather conditions can impact communities.
- Assessment:
 - Actively participate in the conversation, demonstrating the ability to ask and answer questions, and respond to your partner's points.
 - Use of appropriate vocabulary related to weather and daily activities.

- **Presentational Mode**

- Task:
 - Prepare a short presentation in Dari about pollution in Afghanistan.
 - Discuss major causes of pollution.
 - Describe its consequences on health, environment, and daily life.
 - Suggest possible solutions or measures to reduce pollution.
- Assessment:
 - Clarity and structure of the presentation.
 - Use of relevant vocabulary and correct grammar.
 - Ability to express ideas coherently and persuasively.

Peer Review and Discussion (Post-Presentational Task)

- Task:

- After each presentation, engage in a peer review session. Provide constructive feedback on your peer's presentation focusing on content, language use, and delivery.
- Participate in a group discussion summarizing the key points from all presentations and reflecting on the importance of addressing environmental issues.
- Assessment:
 - Ability to provide thoughtful and relevant feedback.
 - Active participation in the discussion, demonstrating understanding of the presentations and ability to connect them to broader environmental issues.

Note to Instructor: Ensure that all activities are conducted in a supportive environment encouraging language use and cultural understanding. Provide guidance and resources where necessary to facilitate students' research and presentation skills. Encourage students to use authentic language and draw from personal experiences when relevant.

CHP 2. VOCABULARY

English	Transliteration	دري
weather	hawā	هوا
geography	jağrāfyah	جغرافيه
weather	mosam	موسم
favorite	morad 'lāqah	مورد علاقه
climate	aqlim	اقلیم
close/off	band/bastah	بند/ بسته
about	dah bārah/dar bārah	د باره / درباره
dry	xašk	خشک
hot	garm	گرم
cold	yax/sard	یخ / سرد
temperatures	darajah harārat	درجه حرارت
dampness/humidity	nam/ratubat	نم / رطوبت
rain	bārān	باران
snow	barf	برف
percentage	darsad/fisad	درصد / فیصد
mountainous	kohastāni	کوهستانی
area	masāhat	مساحت
special /exclusive	xās	خاص
problem	maškal	مشکل
to arise / emerge	bawajud āmadan	بوجود آمدن
round trip/coming and going	raft wa āmad	روفت و آمد
hurt	āsib didah	اسیب دیده
flood	sel/selāb	سیل / سیلاب
life	zandagi	زنده گی
to lose	az dast dādan	از دست دادن
animals	haywānāt/mawāši	حیوانات / مواشی
information	mālumāt/ma' lumāt	مالومات / معلومات
road	sarak/jādah	سرک / جاده

CHAPTER THREE

فصل سوم

AFGHAN WEDDINGS

عروسی / ازدواج



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and key information in short straightforward informational passages.

Chapter Objectives

- Understand the main idea and key information in short straightforward informational text on the general topic in both very familiar and everyday contexts about *Afghan weddings* by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about *Afghan weddings*, creating sentences and asking a variety of follow-up questions.

C. Presentational: I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

Chapter Objectives

- Tell a story about my life, activities, events and other social experiences related to *Afghan weddings*, using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives:

- Compare products and practices in own and other cultures related to *Afghan weddings*.

LESSON 1

درس اول

PREPARING FOR THE WEDDING

آماده گی برای عروسی

CHP 3. L 1. ESSENTIAL QUESTIONS

- What are rituals for engagements and weddings in Afghanistan?
- What is the most important part of a wedding in Afghan culture?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- How do marriages typically come about in Afghan culture?
- Why it is important to know marriage traditions in Afghanistan?

CHP 3. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to identify pre-wedding traditions and explain how marriages typically come about in Afghan culture. The grammatical aspect of the lesson will focus on the simple past tense. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 3. L 1. Lesson Learning Checklist).

PREPARING FOR THE WEDDING

آماده شدن برای عروسی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 3. L 1. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



Before Marriage

قبل از ازدواج

خالده	جميله جان، دپروز كجا بودى؟
جميله	خالده خان، مې فامې (مې فهمې) كه يك ماه بعد عارسې (عروسي) اس. كټې (همراي) شوهرم بر (براي) خريداري رفتم.
خالده	چې (چه) خريدي؟
جميله	يك ست توق طلا خريدم.
خالده	يك كمې د باره (درباره) رسم و رواج عارسې (عروسي) ده (در) افغانستان بگو.
جميله	ده (در) فرهنگ افغانستان، فاميل ها خوش دارن (دارند) كه از خيش و اقارب شيريك زنده گي دختر يا بچي خوده (بچه/پسر خود را) انتخاب كنن، مثلا با دختر يا بچه بيادر (برادر) . مگم (مگر) اي روزها (در اين روزها) دختر ها و بچه ها با افراد خارج از خانواد اي خود هم عارسې (عروسي) مې كنن، به خصوص ده (در) مناطق شهري.
خالده	اگه از خارج فاميل خود يك كسي بگيرين، او (آن) نفره (نفر را) چطور پيدا ميكنن؟

جمیله
وقتی خانواده ای می خایه (خواهد) که بر (برای) بچه یشان زن بیالند (بیالند)، زنهای خانواده در محافل و د مهمانی های خانواده های دگه شرکت کنن و دختر مورد علاقه خود را پیدا کنن. وقتی که یک دختره (دختر را) خوش کردن د باره دختر و خانوادیش (خانواده اش) معلومات می کنن (معلومات جمع آوری می کننند) تا ببینند که با او (آن) خانواده چقدر سازگار استن. آدرس خانه دختره (دختر را) پیدا می کنن و اگه تصمیم گرفتن، یک گروپ زنها برای خواستگاری به خانه دختر می رن.

تشکر!

Language and Culture Note 1.

Wedding

Weddings are highly significant (قابل توجه) cultural events in Afghan society. The preferred mate in Afghan culture is often a parallel cousin, specifically (به طور مشخص) the father's brother's daughter. However, with the increasing urbanization of society and the growing isolation of nuclear families from the larger community structure (ساختار جامعه), individual preference has gained more importance. Sometimes, brothers will even agree to arrange marriages for their children before they are born, taking a genetic gamble. Inter-family marriages are relatively easy to arrange, with the consent of the families being the primary requirement (نیاز اولیه), rather than the direct input of the bride and groom themselves.

CHP 3. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
yesterday	diroz	ديروز ۱
next month	dagah mā/māh āyindah	دگه ما / ماه آیند ۲
Jewelry/neckless	tawq talā/gardanband talā	توق طلا / گردنبند طلا ۳
choose	xoš kardan/aktaxāb kardan	خوش کردن / انتخاب کردن ۴
for example	bah tor masāl	به طور مثال ۵
outside of	xāraj az	خارج از ۶
exclusive /special	xās	خاص ۷
to try	košāš kardan	کوشش کردن ۸
to participate	šarkat kardan	شرکت کردن ۹
asking hand for marriage	xwāsgāri	خواستگاری ۱۰
data collection	ma'lumāt garaftan/ ma'lumāt ja' āwari kardan	معلومات گرفتن / معلومات جمع آوری کردن ۱۱
appropriate	manāsab	مناسب ۱۲
get	hāsal kardan	حاصل کردن ۱۳
deciding	tasmim garaftan	تصميم گرفتن ۱۴
then	bāz/ba'dan	باز / بعداً ۱۵

Listening Strategies

Understanding Tone of Voice

Pay attention to the speaker's tone of voice. People usually express their emotions by raising and lowering their voices. Intonation (tone of voice) carries implicit meaning in a conversation. For example, the stress/raising voice in the last word of the following may show a surprise. *Where **were** you yesterday?*

دیروز کجا بودی؟



Learning Activity 3. Match the meanings of the colloquial words and phrases.

yesterday	دیروز
jewelry	زیور
choose	انتخاب کردن
outside	خارج از
special	خاص
to try	کوشش کردن
data collection	معلومات گرفتن
suitable	مناسب
deciding	تصمیم گرفتن
get	حاصل کردن



Learning Activity 4. Define the following Dari words.

special	خاص
suitable	مناسب
marriage	ازدواج
shopping	خریداری
example	مثال
yesterday	دیروز



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 2. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
Jamila went shopping yesterday.	ص
Jamila went shopping because the wedding is coming up.	ص
Afghans prefer to marry someone from their extended family.	ص
In Afghan culture, usually, boys and girls select their life partners.	غ
In Afghan culture, women, including mothers and sisters, usually conduct the first search for a bride.	ص
After identifying a girl, the boy's family conducts a background check on the "groom's" family by asking questions from people who know them.	ص
In Afghan culture, most weddings are arranged.	ص
In Afghan culture, men are usually involved later in the pre-marriage process.	ص
The boy's family must visit the girl's family multiple times before receiving a positive answer when asking her hand for their son's marriage.	ص
In the Afghan culture, it is not customary to accept a marriage proposal right away.	ص



Language and Culture Note 2.

Dowry

There are two types of dowries in Afghan culture. The first one is the Islamic dowry and is called mahr (مهر). This is a payment that the bride's family requests. The second type of dowry is called tuiāna (تویانه). It is written into the marriage contract and is sometimes equal to the bride's (عروس) price (قیمت), including clothing (لباس), bedding (بستره), and other household utensils (ضرورف خانه) that the couple will need. Sometimes, the tuiāna is so high that the "groom" (داماد) must postpone the wedding until he can accumulate the amount.

In some cases, the high amount of tuiāna causes the "groom" to travel abroad for employment and save money (پول پسنداز کردن). Tuiāna is also sometimes used by the girl's family to avoid marriage. They intentionally set it high so that the boy or his family cannot afford it, and eventually withdraw their marriage proposal.



CHP 3 L 1. DIRECT INSTRUCTION

A. Simple Past Tense – *To be* (بودن) Verbs

In Dari, the past tense of the verb "to be" (بودن) is formed differently depending on the subject of the sentence. The past stem of the verb "to be" is *bud* (بود), which is formed by dropping the last letter (ن) from the infinitive form (بودن). Here are the different forms:

English	Example	Personal Ending	Past Stem	Pronoun
I was well.	من خوب بودم.	ـم	بود	مه / من
We were well.	ما خوب استیم.	ـیم		ما
You [sl.] were well.	تو خوب استی.	ـی		تو
You [pl.] were well.	شما خوب استین. / شما خوب استید.	ـین / ـید		شما
S/he/it was well.	او خوب بود.	ـود		او
These were well.	اینها خوب بودند. / این ها خوب بودند.	ـبودن / ـبودند		اینها / این ها
They were well	اونها خوب بودند. / آنها خوب بودند.	ـبودن / ـبودند		اونها / آنها



Learning Activity 6. See the difference between simple present and past tense sentences in the table below. Standard Dari is used.

Past Tense	Present Tense
من دیروز در خانه بودم. I was at home yesterday.	من امروز در خانه هستم. I am at home today.
ما دیروز در خانه بودیم. We were at home yesterday.	ما امروز در خانه هستیم. We are at home today.
تو دیروز در خانه بودی. You were at home yesterday.	تو امروز در خانه هستی. You are at home today.
شما دیروز در خانه بودید. You were at home yesterday.	شما امروز در خانه هستید. You are at home today.
او دیروز در خانه بود. He was at home yesterday.	او امروز در خانه است. He is at home today.
خالده دیروز در خانه بود. Khalida was at home yesterday.	خالده امروز در خانه است. Khalida is at home today.
آنها دیروز در خانه بودند. They were at home yesterday.	آنها امروز در خانه هستند. They are at home today.

Note: The negative statement is formed by adding *na* (نه) before the *To be* verb. For example: *I was not at home.* (من در خانه نه بودم / نبودم).

B. Adverbs of Time in Past Tense

English	Transliteration	Adverb
yesterday	diroz	دیروز
last/past day	roz gazaštah	روز گذشته
last/past month	māh āyandah	ماه آیند
last year	pārsāl	پارسال
two months ago	do māh qabl/do māh peš	دو ماه قبل / دو ماه پیش
old/past	dar gazaštah/dar sābaq	در گذشته / در سابق
two years ago,	do sāl peš/do sāl qabl	دو سال پیش / دو سال قبل
two weeks ago,	do haftah qabl	دو هفته قبل
before	qablan	قبلاً



Learning Activity 7. Match each phrase with its English equivalent. Both colloquial and standard Dari are used.

قوی بودم.	حالا ضعیف استم، مگر قبلاً.....
شاگرد بودین.	شما امسال معلم استین، خو پارسال
پیش د امریکا بودیم..	حالی ما د کابل استیم، مگم دو
بودید.	حالا شما در خانه استید مگر دیروز در بازار....
دو سال پیش مجرد بود.	خوارم حالی متاهل اس، مگم



Learning Activity 8. Answer the following questions in Dari using complete sentences. Standard Dari is used.

سوال	جواب
نامزادی چه وقت بود؟ (last year)	
خالده دیروز کجا بود؟ (market)	
شما چه وقت در امریکا بودید؟ (last month)	
مراسم نامزادی در کجا بود؟ (In a hotel)	



Learning Activity 9. First, complete the sentences using the past simple of the verb *To be* in Dari. Second, use [Vocaroo | Online voice recorder](#) to record yourself saying each completed sentence. Then, share the link with your teacher or classmate for feedback. Look up some words using online Dari/Persian dictionaries. Use colloquial Dari.

	مه دیروز ده خانه _____ .
	انجلا هفته گذشته ده لاس انجلس _____ .
	احمد دو روز پیش ناجور (مريض) _____ .
	ماه هفته گذشته د خانه اقارب خود _____ .
	سه روز پیش کجا _____ ؟

Language and Culture Note 3.

The Process of Getting Married

The process within the family or outside-of-family marriage is almost the same. Once a family identifies (شناختن) a girl and decides (تصمیم گرفتن) to ask her hand for their son's marriage, they involve kinswomen to facilitate the initial process. It is called *wasita*. After the women receive the initial positive (مثبت) gesture, kinsmen are engaged in the process (پروسه) to oversee the financial negotiations (جروبحث مالی). This part of the process is delicate and may go on for months until both sides agree on a deal.

Later steps include the lafz ("to get the word," or "promise"); khesh-khwari, "taking or eating sweets" (شرینی خوری), the Nikah-namah (signing of the contract), shaw-yi-khinah (or takht-i-khinah, the marriage ceremony), and the actual wedding (عروسی) ceremony (the reception). Some upper-class families combine the last stages after shirin-i-graftan into one gala evening in a hotel or big event hall.

Relatives (خویشاوندان/اقارب) and close friends (دوستان نزدیک) visit the couple two days (or on another specified day) after the wedding ceremony and leave behind gifts or cash to help the young couple launch their married life- like a "bridal shower" in reverse.

PREPARING FOR THE WEDDING

آماده شدن برای عروسی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 3. L 1. ESSENTIAL QUESTIONS

- What are the key elements and significance of wedding traditions in Afghanistan?



Learning Activity 10. Look at the picture and discuss the following questions with a partner. Write down the main points on a piece of paper.

- What are some rituals for engagements and weddings in Afghanistan?
- What are some steps involved in getting married in Afghanistan?

Reading Strategies

Guessing the Meanings of New Words (که)

You do not need to look up the definition of each word that you don't know. Sometimes, you can guess the meaning of a word from the context or from the words that come before the "unknown" word or after it. The word *that/to* (که) can also provide some clues. In other words, if you see *that/to* (که) you can guess that something is happening as a result of something. For example, احمد رفت که مهمان ها را راهنمایی کند. / *Ahmed went to guide the guests.*

CHP 3. L 2. READING



Learning Activity 11. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary. Standard Dari is used.

Wedding Traditions in Afghanistan

سنت های عروسی در کشور افغانستان

خواستگاری در افغانستان

خانواده ی پسر به خانه ی دختر می روند و از پدر دختر می خواهند تا پسرشان را به دامادی قبول کند. در این مراسم مقدار شیر بها (تویانه) و مهریه (مهر)، مقدار طلائی که باید برای عروس خریداری گردد، معلوم می شود.

شیرینی خوری (نامزادی) در افغانستان

شیرینی خوری، یکی از سنت (رواج) های فرهنگی مردم افغانستان است که از سالهای طولانی مردم به ویژه (مخصوصاً) زنان و دختران جوان و بچه ها را پر از شور و نشاط (خوشحال) می کند.

مردم شیرینی خوری (مراسم نامزادی) را به نام شیرینی کلان هم می گویند. به همین مناسبت از ۲۰ تا ۱۰۰ نفر از فامیل داماد و به همین تعداد از فامیل عروس دعوت می شوند. عروس در تختی که با رنگ شیرچائی تزیین (دیکور) گردیده، با داماد می نشیند. در این مرحله، فامیل دختر سبد (تکری) همراه با نقل و شیرینی را که با رنگ شیرچائی مزین گردیده به فامیل پسر تقدیم می کند (میدهد). اگر در سبد لباس باشد، در جواب باید فامیل داماد لباس بماند، اما معمولاً مبلغی پول (پیسه) را در بین پاکت به فامیل عروس تقدیم می کند.

مراسم حنابندان (حنا یا خینه) در افغانستان

مراسم حنابندان بیشتر در شب عروسی برگزار می گردد ولی برخی ها (بعضی ها) یک شب جلوتر (پیش/قبل) آن را می گیرند. در مراسم حنابندان عروس به دست داماد حنا می گذارد و داماد به دست عروس و بعد دست حنا زده را با دستمال می بندند (بسته می کنند) تا حنا به جایی مالیده نشود بعضی اوقات (وقت ها) فامیل های نزدیک عروس و داماد هم به دستشان حنا می گذارند.

شب عروسی

مهمترین خاطره خوب در زندگی زن و شوهر شب عروسی است. این شب مراحل خاص خود را دارد. در این شب از ۱۰۰ تا ۴۰۰ نفر از هر دو طرف دعوت می شوند.

Adapted from: beytoote.com (این ازدواج در افغانستان)

CHP 3. L 2. AFTER READING

Reading Strategies

Previewing the Heading

It is always an effective practice to look over a reading quickly and review its headings before reading it. This will keep you focused and remind you about the topic you read.



Understanding the Reading



Learning Activity 12. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	In Afghanistan, the boy's family asks the girl's father to accept their son as a groom in a ceremony.	ص
2.	The amount of dowry (tuiāna) and dowry (mehr) for the bride is determined before the marriage.	ص
3.	Shirinikhori is a cultural tradition in Afghanistan where people eat sweets during the engagement ceremony.	ص
4.	During the shirinikhori ceremony, the bride's family presents a basket (takari) along with sweets to the groom's family in Afghanistan.	ص
5.	The groom's family is expected to keep clothes presented in a clothes basket during the shirinikhori ceremony.	ص
6.	The Hanabandan ceremony in Afghanistan involves the bride and groom putting henna on each other's hands.	ص
7.	During the Hanabandan ceremony, close relatives of the bride and groom may also put henna on their hands.	ص
8.	The wedding night is considered the most important memory for a couple in Afghanistan.	ص
9.	Typically, 100 to 400 people are invited from both sides to the wedding night celebration in Afghanistan.	ص
10.	The hennaed hands of the bride and groom are tied with a handkerchief during the Hanabandan ceremony to prevent the henna from smudging.	ص



Learning Activity 13. Work with a partner or alone. Read the article “Air Pollution” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 14. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Wedding Traditions in Afghanistan” in your own words.



Learning Activity 15. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. Standard Dari is used.

دعوت	اقارب	محفل	مهریه	شریک زنده گی
------	-------	------	-------	--------------

- ۱ در افغانستان عروسی کردن با _____ نزدیک معمول است.
- ۲ شرینی خوری _____ قبل از عروسی (ازدواج) است.
- ۳ در افغانستان گرفتن _____ یا تویانه رواج است.
- ۴ معمولاً پدران و مادران برای اولاد های خود _____ شان را انتخاب می کنند.
- ۵ در محفل عروسی تعداد زیاد دوستان و اقارب _____ می شوند.

Key:

۵	۴	۳	۲	۱
دعوت	شریک زنده گی	مهریه	محفل	اقارب

CHP 3. L 1. APPLYING KNOWLEDGE



Learning Activity 16. Refer to the text “Wedding Traditions in Afghanistan.” Work with a partner or alone. Write a short email in Dari to a friend and tell them about 2-3 wedding practices in Afghanistan. Also, mention if anything in the passage has surprised you. Use an online Dari/Persian dictionary to look up some words.

CHP 3. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 17. In English, compare wedding practices in Afghanistan to those in your community. What similarities and differences do you notice?

CHP 3. L 1. EVALUATING



Learning Activity 18. Select 2-3 practices related to wedding in Afghanistan. In English, describe those practices, explain how those practices may affect the Afghan couple's lives.

Language and Culture Note 4.

Child Marriages

The minimum age of marriage for girls in Afghanistan is below the internationally accepted norm (18 years old) هژده ساله , especially in rural areas. In some rural areas families use child marriages as a means to settle disputes دشمنی / منازعات with rival families and tribes.

According to a report به اساس راپور by UNFPA Afghanistan (2022), about a tenth of Afghan girls between the ages of 15–19 give birth every year because of early marriage and lack of access to reproductive تولیدی health information and family planning services.

CHP 3. L 1. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate potential challenges young Afghan couples may face when selecting their life partner and recommend ways to mitigate those challenges. In English, write your findings in the following space:

CHP 3. L 1. CREATING



Learning Activity 21. Based on what you have learned and acquired so far, develop an informational sheet in the Dari language, illustrated with relevant images, to explain traditional and cultural rituals for engagements and weddings in Afghanistan.



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

اول خانه را پر از ارزن کو باز فکر زن کو.
(Colloquial Dari)

Transliteration: awal xānah rah pur az arzan ko bāz fakr zan ko.

Literal: First fill the house with millet, then think about wife.

Meaning: This proverb emphasizes the importance of establishing financial stability or securing the basic necessities of life before considering other responsibilities or desires, such as marriage.

"Millet" in this proverb symbolizes sustenance or basic needs. Traditionally, millet was a common grain that formed a staple part of the diet in many cultures, so "filling the house with millet" metaphorically means ensuring one has enough resources to maintain a household.

This proverb can be interpreted to mean that before taking on responsibilities such as marriage, one should first ensure that they can provide for themselves and their family. It is a reminder to prioritize basic needs and financial security before moving onto other significant life events.

CHP 3. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can describe rituals for engagements and weddings in Afghanistan.	
2.	I can explain what the most important part of a wedding is in Afghan culture.	
3.	I can ask and answer questions about wedding traditions in Afghanistan.	
4.	I can explain potential challenges couples may face when selecting their life partner and recommend ways to address those challenges.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

LESSON 2

درس دوم

WEDDING CEREMONY

مراسم عروسی

CHP 3. L 2. ESSENTIAL QUESTIONS

- What is the significance of marriage from the Afghan cultural perspective?
- What to expect when attending a wedding in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What happens at a wedding ceremony in Afghan culture?
- Can you distinguish between cultural traditions and Islamic practices?

CHP 3. 2. FOCUS OF THE LESSON

In this lesson, you will be able to explain the significance of marriage from the Afghan cultural perspective and create some guidelines about Dos and Don'ts when attending an Afghan wedding. The grammatical aspect of the lesson will focus on the simple past tense with action verbs. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP. 3. L 2. Lesson Learning Checklist).

WEDDING CEREMONY

مراسم عروسی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 3. L 2. INTRODUCTION



Learning Activity 1. Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



The Wedding

عروسی

- جلال خان السلام علیکم عبدالله خان! دیروز کجا بودی؟ ده (در) عارسی (عروسی) ندیدمت؟
- عبدالله خان راست میگی (می گویی) جلال خان! فامیل عارس (عروس) برم (برای من) کارت عارسی ره روان کد (کرد) خو (اما / مگر) مه (من) بسیار مصروف بودم. اولاهایم (اطفال / فامیل) شرکت کدن (کردند). عکس های عارسی را دیدم. بسیار عارسی خوب بود.
- جلال خان آه (بلی)، تقریباً پنج صد نفر آمده بود. نان (غذا) بسیار مزه دار (خوشمزه) بود.
- عبدالله خان خواننده / آواز خوان کی بود؟
- جلال خان فامیل داماد نغمه و منگل را خاسته (خواست) بودن که د عارسی بیت (آهنگ) بخانن (بخوانند). وا (آنها) از خارج (کشور خارج) آمدن. البته که فامیل داماد تمام مصارف سفر شانه (شان را) پرداخت.

عبدالله خان مالوم (معلوم) میښه (میشود) که بسیار عارسی (عروسی) پرمصرف بود.

جلال خان به راستی که همتو (همین طور) بود. هرکس د باره ای (در باره) مصرف گپ می زد.

عبدالله خان خوب شد که وخت (وقت) تان خوش گذشت.

جلال خان تشکر!

Language and Culture Note 1.

The Significance of Marriage

Marriage is the most significant social event (رویداد اجتماعی) in Afghanistan. It bonds families, solves hostilities (دشمنی), and disputes between tribal groups (گروپ های قومی). Unmarried (مجرد) men and women may not be socially accepted as others may suspect the reason is due to some type of undesirable fault or transgression. Marriage is also a religious obligation (دینی مکلفیت); every man and woman must marry at a certain age. An unmarried man may be considered a potential threat (تهدید بالقوه) to the purity of singles or the faithfulness of married women (زنان عروسی شده / متاهل).

Based on Afghan Civil Law, the minimum age (حداقل سن) for marriage is set to 16 for girls and 18 for boys. In rural areas, families usually marry their children at an early age.

CHP 3. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري	
bride	'āras/ 'aros	عارس / عروس	۱
to be busy	asruf budan	مصروف بودن	۲
photo	'ks	عکس	۳
around / approximately	taqriban	تقریباً	۴
to participate	šarkat kardan	شرکت کردن	۵
singer	xānandah/xwānandah /āwāz xwān	خواننده / خواننده، آواز خوان	۶
song	bayt/āhang	بیت / آهنگ	۷
to sing a song	bayt xāndan/ āhang xwāndan	بیت خاندن / آهنگ خواندن	۸
foreign/foreigner	xāraji	خارجی	۹
foreign country	kašwar xāraji	کشور خارجی	۱۰
to come	āmadan	آمدن	۱۱
of course	albatah	البته	۱۲
to spend	masraf kardan	مصرف کردن	۱۳
to give	dādan	دادن	۱۴
exorbitant expenses	par masraf	پرمصرف	۱۵

Listening Strategies

Making Inferences

It is crucial to be able to make inferences (read between the lines) to understand things that speakers do not say explicitly. This skill is especially critical in Afghan culture as Afghans mostly talk around a point without getting to it directly. The listener must be able to make inferences and decode messages from the context of the conversation. For example, in the conversation between Jalal Khan and Abdullah Khan, the phrase *اولاهایم شرکت کردن* / *my children had participated*, the word *اولاهایم* / *children* does not necessarily mean children/kids. It means *family*, including the speaker's wife.



Learning Activity 3. Match the meanings of the words and phrases. The standard words are in **bold** (if they are different from their colloquial forms).

groom	داماد
bride	عارس / عروس
to spend	مصرف کردن
singers	خواننده / آواز خوان
expenditure	مصرف
exorbitant expenses	پرمصرف
party	محفل
henna	خینه / حنا
photo	عکس
song	بیت / آهنگ



Learning Activity 4. Define the following Dari words.

expenditure	مصرف
photo	عکس
song	آهنگ
bride	عروس
groom	داماد
to spend	مصرف کردن



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 3. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The conversation is about a wedding.	ص
The second speaker could not attend the wedding.	ص
The family had invited singers from abroad.	ص
Abdullah Khan was not invited to the wedding.	غ
The family had covered the performers' travel costs.	ص
There were more than four hundred people at the wedding.	ص
It was an expensive wedding.	ص
Everyone had a fun time at the wedding.	ص
Abdullah Khan's family attended the wedding.	ص
Everyone was talking about the high cost of this wedding.	ص

Language and Culture Note 2.

Wedding Ceremonies

Wedding ceremonies usually contain two parts. The first part is the religious ceremony, *nekā* (نکاح). The marriage contract or *nekā khat* (نکاح خط) is signed in the presence of the religious leader *mulla* (ملا), the groom, witnesses, and the bride's representatives chosen by the bride called *padar wakil* (پدر وکیل). The marriage contract includes an agreement on the dowery or *mahr* (مهر). In the Muslim faith, a dowery is a gift or a promise of a gift to the wife by the husband. It is obligatory and must be included in the marriage contract. Usually, families negotiate *mahr* before the wedding ceremony. Sometimes *mahr* becomes an issue involving negotiators from both sides to negotiate and reach an agreement. *Mahr* can be cash or in-kind. The amount varies and may reach thousands of dollars or the equivalent in property.

CHP 3. L 2. DIRECT INSTRUCTION

A. Simple Past Tense - Simple Verbs

The simple past tense is used to describe actions or events that occurred in the past and are completed. To form the simple past tense in Dari, the verb's past stem is generally formed by removing the last letter from the infinitive ending of the verb, which is usually "-n" (ن). For example, the past stem of the verb "to eat" (xurdan خوردن) becomes "xurd" (خورد). The verb then is conjugated according to personal pronoun. See below:

English	Sentence	Personal Ending	Personal Pronoun	Verb (Past Stem)	Verb (Infinitive)
I ate.	من خورم.	-م	من	خورد xurd	خوردن xurdan
We ate.	ما خوردیم.	-یم	ما		
You [sl.] ate.	تو خوردی.	-ی	تو		
You [pl.] ate.	شما خوردین / خوردید.	-ین / -ید	شما		
S/he/ it ate.	او خورد.	--	او		
They ate.	آنها خوردن. / خوردند.	-ن / -ند	آنها		

B. Simple Past Tense - Compound Verbs

As a reminder, compound verbs in Dari are formed by combining a main verb with a helping verb or a particle. This combination creates a new verb with a modified meaning or conveys a specific action. For example, the Dari word for "to close" is formed by combining the verbs "to close" [بسته] and "to do" [کردن], resulting in "to close" [بسته کردن]. To form the past stem of these verbs, the last letter of the second verb or helping verb is dropped. In this case, the past stem of the verb "to close" [بسته کردن] becomes [بسته کرد]. See the examples below.

English	Sentence	Personal Ending	Personal Pronoun	Verb (Past Stem)	Verb (Infinitive)
I closed the door.	من دروازه را بسته کردم.	-م	من	بسته کرد basta kard	بسته کردن basta kardan
We closed the door.	ما دروازه را بسته کردیم.	-یم	ما		
Your [sl.] closed the door.	تو دروازه را بسته کردی.	-ی	تو		
You [pl.] closed the door.	شما دروازه را بسته کردین. / کردید.	-ین / -ید	شما		
S/he/ it closed the door.	او دروازه را بسته کرد.	--	او		
They closed the door.	آنها دروازه را بسته کردن. / کردند.	-ن / -ند	آنها		

Note: Remember that the colloquial stem of the verb *kardan* is *kad* / کد .

To form a negative statement in Dari, the word "na" [نه / نـ] is added to the beginning of the simple verb or, in the case of compound verbs, to the beginning of the helping verb. For example:

I did not eat.	من نان نخوردم.
I did not close the door.	من دروازه را بسته نکردم.



Learning Activity 6. Select the correct conjugation to make past statements. Use standard Dari.

English	Conjugated Verb	داری
I drank tea.	نوشیدم	من چای [نوشیدن].
You drove a car.	راندید	شما موتر [راندن].
We wrote a letter.	نوشتیم	ما خط [نوشتن].
I protected my brother.	حفاظت کردم	من برادر خود را [حفاظت کردن].
She went to school.	رفت	او مکتب [رفتن].
The dog jumped over the gate.	خیز زد	سگ از سر دروازه [خیز زدن].
He got well from sickness.	جور شد	او از مریضی [جور شدن].



Learning Activity 7. Work with a partner or alone. Use the verbs from the box below and conjugate them in the past tense using standard Dari.

دیروز صبح ساعت ۸ بجه از خواب _____ (۱) و به حمام _____ (۲). بعد از حمام صبحانه _____ (۳) و برای مکتب رفتن _____ (۴). تا ساعت ۳ بجه بعد از ظهر در مکتب _____ (۵).

Key:

۵	۴	۳	۲	۱
بودن	آماده شدن	خوردن	رفتن	بیدار شدن



Learning Activity 8. Match the statements. Colloquial Dari is used.

کی	دیروز نان احمد کی خورد؟
زد	خالده خوار خوردی خوده _____.
مه ره	پدرم _____ بخشید.
شروع کرد	انجمل کار کردن اه _____.
ده عارسی.	شما دیروز کجا بودین؟

Language and Culture Note 3.

Wedding Ceremonies

The second part of the wedding ceremony after *nekā* (نکاح) is the festivity or the actual reception. It is called *wāda* (عروسی) or *toi* (توی). The reception's size varies based on family status and whether it is happening in urban areas or rural parts of the country. Guests are mostly segregated on gender lines. If the wedding takes place in the groom's house, especially in rural areas, neighbors make their houses available to host guests.

Loud music and dancing will continue throughout the evening to entertain the guests. Dinner is served late following the wedding couple entering the reception areas for the non-religious marriage traditions. The bride and groom will walk to the room slowly while someone carries Holy Qur'an above their heads. For respect, the guests stand until the bride and groom sit in the designated place/sofa designed for them. Some rituals called *āina musāf* / clean mirror (آینه) and henna dye (حنّا / خینه) will take place.



WEDDING CEREMONY

مراسم عروسی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 3. L 2. ESSENTIAL QUESTIONS

- What are the additional wedding ceremony expenses that couples should consider and plan for?



<https://www.shutterstock.com/image-photo/pair-gold-rings-placed-on-afghanistan-1893477187>



Learning Activity 9. Look at the picture and answer the following questions.

- How wealth and status influence weddings in Afghanistan?
- Which elements are cultural traditions and which ones are Islamic practices?

Reading Strategies

Classifying

To understand a reading better and retain the meaning of words based on their part of speech, it is important to be able to put similar things in groups. As you read a text, try to classify new information, either in your head or on a piece of paper.

CHP 3. L 2. READING



Learning Activity 10. Read the following text adapted from an online article about Additional Wedding Ceremony Expenses. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

Additional Wedding Ceremony Expenses

از مصارف گزاف در محافل عروسی جلوگیری می‌شود

۵ سنبله ۱۳۹۳

اطلاعات روز: مصارف گزاف (خرچ زیاد) در محافل خوشی بخصوص عروسی، شماری (یک تعداد) از خانواده‌های فقیر را با مشکلاتی مواجه (روبرو) کرده است. این مسئله در برخی از موارد (بعضی وقت ها) باعث بروز (بوجود آمدن) اختلاف (مشکل) بین اعضای خانواده‌ها میشود.

مقام‌های وزارت‌های: امور زنان، عدلیه و ارشاد، حج و اوقاف، برخی از اعضای شورای ملی و فعالان مدنی کشور به روز سه شنبه هفته جاری (فعلی) برای جلوگیری از مصارف گزاف در محافل خوشی و به خصوص عروسی‌ها در کابل نشست (جلسه) مشترک برگزار (دایر) کردند.

این نشست تا دو روز دیگر ادامه می‌یابد (دوام میکند) و اشتراک کنندگان آن، روی طرح قانون جلوگیری از مصارف گزاف عروسی‌ها و محافل باهم مشوره می‌کنند. حسن بانو غضنفر، وزیر امور زنان در نشست دیروز گفت، در صورتی تصویب (قبولی) طرح این قانون، اکثر مشکلات خانواده‌ها که برای ازدواج (عروسی) فرزندان شان (دختران و پسران شان) مصارف گزاف را به مصرف می‌رساند، مرفوع (حل) خواهد شد.

Source: Adapted from: etilaatroz.com (از مصارف گزاف در محافل عروسی جلوگیری می‌شود - اطلاعات روز)

CHP 3. L 2. AFTER READING

Critical Thinking Strategy

Apply Information

Applying information that you already know to a new situation is an important critical thinking skill. This skill shows that you have understood the information and can use it to create with the language.

For example:

You read: Engagement, henna night, Eid, Barati and other ceremonies are prohibited.

You think: Is it possible? Do people accept these orders? If not, what consequences they might face?



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحیح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحیح / False غلط
1.	This article is about extra wedding expenditures.	ص
2.	In Afghanistan, people usually show off their wealth and status in wedding ceremonies.	ص
3.	Exorbitant spending, especially weddings, has caused problems for poor families.	ص
4.	The meeting in Kabul lasted for one day	غ
5.	The participants in the meeting will discuss the draft law to prevent excessive expenses in weddings.	ص
6.	The Minister of Women's Affairs mentioned in the meeting that passing this law will solve most of the problems faced by families who spend a lot on marriages.	ص
7.	The meeting in Kabul was organized by the Ministry of Finance.	غ
8.	The draft law aims to address excessive expenses in all types of celebrations, not just weddings.	غ
9.	The meeting in Kabul lasted for two days.	ص
10.	If the law is passed, some financial problems of families will be solved.	ص



Learning Activity 12. Work with a partner or alone. Read the article “Additional Wedding Ceremony Expenses” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Additional Wedding Ceremony Expenses” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. Standard Dari is used.

تصویب شون	مصرف کردن	دایر شدن	مصارف گزاف	دوام می کردن
-----------	-----------	----------	------------	--------------

- ۱ خرچ زیاد یا _____ در عروسی ها مشکلات خانواده ها را زیاد ساخته.
- ۲ مردم در عروسی ها مجبور استند که زیاد پول _____.
- ۳ بعضی عروسی ها سه تا هفت روز _____.
- ۴ در کابل جلسه _____ که روی این مشکل بحث شود.
- ۵ اگر قانون مصرف در عروسی _____، بعضی مشکلات اقتصادی مردم حل خواهد شد.

Key:

۵	۴	۳	۲	۱
تصویب شود	دایر شد	دوام می کند	مصرف کنند	مصارف گزاف

CHP 3. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the “Additional Wedding Ceremony Expenses.” Work with a partner or alone. Write a short email in Dari to a friend and tell them about the meeting in Kabul. Also, mention if anything in the passage has surprised you. Use an online Dari/Persian dictionary to look up some words.

CHP 3. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare wedding ceremony expenses in Afghanistan and in your community. What similarities and differences do you notice?

CHP 3. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to wedding ceremonies in Afghanistan. In English, describe those practices, and explain whether those practices are cultural traditions or Islamic practices. Also, indicate how those practices may affect the Afghan couple's lives.



Learning Activity 18. Based on what you have learned and acquired, in English, explain the significance of wedding ceremonies in Afghanistan.

Language and Culture Note 4.

Attending a Wedding

The actual wedding (عروسی) ceremony (مراسم) may take 1-4 days, depending on the social and financial status (حالت) of the families. Guests usually wear formal outfits. At the wedding, proceedings may occur later than the invitation indicates. It is common (عام) for guests to arrive 1-2 hours late and for dinner to be served (تقسیم) late in the evening (e.g., 9 PM). Guests are usually invited and requested to dance (رقص / پاکوبی) at weddings.

Gifts are usually given to the bride after the wedding ceremony, called *takhtjami* (تخت جمعی). This is a gathering of women at the bride's new home. This is an old tradition that still occurs usually in rural areas. While family members, including sisters, brothers, mother, father, aunts (عمه / خاله), etc., tend to give gold (طلا), other friends give cash and household items.

CHP 3. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate other wedding rituals that may have not been discussed in this lesson. In English, write your findings in the following space and discuss their significance:

CHP 3. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create a comprehensive guideline in the Dari language outlining the Dos and Don'ts for guests attending a traditional Afghan wedding.

Don'ts انجام ندهيد	Dos انجام بدهيد



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

زیر کاسه، نیم کاسه اس.

Transliteration: zer kāsah nim kāsah as.

Literal: Underneath the bowl, there is half a bowl/little bowl.

Meaning: This saying is used to convey the idea that what is visible or apparent is only a portion or incomplete representation of the whole. It implies that there may be hidden or undisclosed aspects or information that are not immediately apparent. It reminds us to consider that there might be more to a situation or story than meets the eye.

CHP 3. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can explain the significance of marriage from the Afghan cultural perspective.	
2.	I can explain what happens at a typical Afghan wedding ceremony.	
3.	I can talk about what to expect when attending a wedding in Afghanistan.	
4.	I can ask and answer questions about wedding traditions in Afghanistan.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

CHP 3. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 3.

Chapter Objectives:

- Identify the main idea and key information in short straightforward informational texts on general topics in both very familiar and everyday contexts about *Afghan weddings* by recognizing simple sentences in texts that are spoken or written.
- Exchange information in conversations on familiar topics and some researched topics about *Afghan weddings*, creating sentences and series of sentences and asking a variety of follow-up questions.
- Tell a story about my life, activities, events and other social experiences regarding *Afghan weddings*, using sentences and series of connected sentences.
- Compare products and practices in my own and other cultures related to *Afghan weddings*.

CHP 3. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 3

Topic: Preparing for the Wedding in Afghanistan

Proficiency Level: Intermediate Low (ACTFL 2012), ILR 1

Objective: To demonstrate understanding of the Dari language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational) focusing on Afghan wedding rituals, their significance, and what to expect when attending a wedding.

1. Interpretive Mode

- **Task:** Read a cultural article in Dari that describes various Afghan wedding rituals and their significance. The article will also cover the importance of marriage in Afghan culture.
- **Assessment:**
 - Write a reflective journal entry in Dari summarizing the article.
 - Discuss how Afghan wedding rituals compare to those in your own culture or another culture you are familiar with.

2. Interpersonal Mode

- **Task:** Engage in a dialogue with a classmate in Dari, discussing:
 - The significance of different elements in an Afghan wedding.
 - Share your thoughts on the importance of marriage in different cultures.
- **Assessment:**
 - Active participation in the conversation, including asking and answering questions.
 - Use of culturally appropriate language and expressions related to weddings and marriage.

3. Presentational Mode

- **Task:** Prepare and deliver a presentation in Dari on the topic: "What to Expect When Attending a Wedding in Afghanistan":
 - Outline the key rituals and events.
 - Discuss the roles and expectations of guests.
 - Reflect on the cultural significance of these practices.
- **Assessment:**
 - Organization and clarity of the presentation.
 - Correct usage of relevant vocabulary and grammar.
 - Ability to engage the audience and clearly convey your understanding of Afghan wedding customs.

Peer Review and Discussion (Post-Presentational Task)

- **Task:**
 - Participate in a peer review session providing feedback on your classmates' presentations focusing on content accuracy, language use, and presentation skills.

- Join a group discussion synthesizing the learned information and sharing insights on the cultural importance of weddings in Afghan society.
- Assessment:
 - Quality of feedback provided to peers.
 - Active and meaningful participation in the discussion, demonstrating a comprehensive understanding of Afghan wedding traditions.

Note to Instructor: Encourage students to use authentic resources and personal anecdotes where applicable. The goal is to deepen their understanding of Afghan culture and improve their language skills in a real-world context. Provide necessary support and resources to assist students in their research and presentation preparation.

CHP 3. VOCABULARY

English	Transliteration	دري
yesterday	diroz	ديروز
next month	dagah mā/māh āyindah	دگه ما / ماه آيند
jewelry	tawq talā/gardanband talā	توق طلا / گردنبند طلا
choose	xoš kardan/aktaxāb kardan	خوش کردن / انتخاب کردن
for example	bah tor masāl	به طور مثال
outside	xāraj az	خارج از
exclusive /special	xās	خاص
to try	košaš kardan	کوشش کردن
to participate	šarkat kardan	شرکت کردن
courtship	xwāsgārī	خواستگاری
data collection	ma'lumāt garaftan/ ma'lumāt ja' āwari kardan	معلومات گرفتن / معلومات جمع آوری کردن
appropriate	manāsab	مناسب
get	hāsal kardan	حاصل کردن
deciding	tasmim garaftan	تصميم گرفتن
then	bāz/ba'dan	باز / بعداً
bride	'āras/ 'aros	عارس / عروس
to be busy	asruf budan	مصرف بودن
photo	'ks	عکس
around / approximately	taqriban	تقریباً
to participate	šarkat kardan	شرکت کردن
singer	xānandah/xwānandah/āwā z xwān	خواننده / خواننده، آواز خوان
song	bayt/āhang	بيت / آهنگ
to sing a song	bayt xāndan/ āhang xwāndan	بيت خواندن / آهنگ خواندن
foreign	xāraji	خارجی
foreign country	kašwar xāraji	کشور خارجی
to come	āmadan	آمدن
of course	albatah	البته
to spend	masraf kardan	مصرف کردن
to give	dādan	دادن
exorbitant expenses	par masraf	پرمصرف

CHAPTER FOUR

فصل چہارم

MUSIC, DANCE, & POETRY

موسیقی، رقص، و شاعری



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LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and key information in short straightforward informational passages.

Chapter Objectives

- Understand the main idea and key information in short straightforward informational texts on the general topic in both very familiar and everyday contexts about *Afghan music, dance, and poetry* by recognizing simple sentences in texts that are spoken or written.

B. Interpersonal Mode: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Chapter Objectives

- Exchange information in conversations on familiar topics and some researched topics about *Afghan music, dance, and poetry* creating sentences and asking a variety of follow-up questions.

C. Presentational: I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

Chapter Objectives

- Tell a story about *Afghan music, dance, and poetry* using sentences and series of connected sentences.

D. Intercultural:

- **Investigate:** In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, I can compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in my own and other cultures related to *Afghan music, dance, and poetry*.

LESSON 1

درس اول

MUSIC IN AFGHAN SOCIETY

موسیقی و جامعه

CHP 4. L 1. ESSENTIAL QUESTIONS

- In what ways do Afghans participate and enjoy a musical experience?
- How does music reflect culture, periods, and styles?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- Why do humans participate in and value music?

CHP 4. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to identify the significance of music in Afghan society and explain how music reflects culture. The grammatical aspect of the lesson will focus on present perfect tense in Dari. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 4. L 1. Lesson Learning Checklist).

MUSIC IN AFGHAN SOCIETY

موسیقی و جامعه

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 4. L 1. INTRODUCTION

- 🎧 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside brackets.



Music

موسیقی

بسیار عارسی (عروسی) خوب بود. بسیار خوشم آمد که زنانه و مردانه ره (را) جدا کده (کرده) بودن و موسیقی جداگانه ترتیب داده بودن.	خالده
آه (بلی) خالده جان، ده (در) فرهنگ افغانستان، زنانه و مردانه معمولاً جدا می باشند (باشند) تا که سات (ساعت) شان تیر شوه (شود) و به خوبی و آرامی از محفل (جشن) لذت ببرن (ببرند).	جمیله
موسیقی و خالده ها (خواننده گان / آوازخوانان) هم بسیار خوشم آمدن (آمدند). میتانی (میتوانی) که د باره (درباره) موسیقی برم (برایم) زیاتر (بیشتر) معلومات بتی (بدهی)؟	خالده

جمیله | مثل دگه (دیگر) فرهنگ ها، ده (در) فرهنگ افغانستان هم موسیقی شامل اس (است)، مخصوصاً ده (در) جشن ها، عارسیا (عروسی ها) و دگه (دیگر) محافل خوشی. انتخاب آوازخان (خوان) خوب و مشهور یکی از نشانه های میزبانی خوب از مهمان اس.

ده (در) افغانستان موسیقی یک رقم نیس (نیست). هموتو (هم آنطور) که قوم ها، زبان ها، لباس ها و سایر فرهنگ ها فرق داره، نوع موسیقی، خاندن (آهنگ) و رقص گروپ های قومی هم متفاوت اس.

ده (در) رخصتیا (رخصتی ها) یا د آخر هفته (روز جمعه) افغانها معمولاً به میله جای (جاه) ها مثل کنار دریا، پارک، تپه و غیره میرن (میروند) و موسیقی و اتن می کنن.

د کابل د ۲۱ جون روز جهانی موسیقی برپا شد. آواز خانا (خوان ها) از داخل و خارج کشور اشتراک کرده بودند.

خالده | تشکر!

جمیله | خواهش میکنم.

Language and Culture Note 1.

The View of the Society toward Music and Musicians

Music plays a large part in Afghan life, but attitudes towards music and musicians (آوازخوانان/هنرمندان) are contradictory. Despite an integral part music plays in Afghan society (جشن ها) and the substantial amounts of money spent for musicians at celebrations (افغانی تولنه), musicians are considered part of the lower caste in society. The reason for this takes us back to the villages and the division of labor. In an Afghan village, the typical occupation (کسب عادی) is a farmer (بزرگر/دهقان), a lower-caste field. The farmer can also be the village barber. (آوازخوان عروسی), wedding singer (آشپز), cook (نایی/دلاک/سملمان). This association of low-caste occupations has followed musicians even to urban areas (بناری سیمی), where musicians can make a lot of money and not work as a farmer.

CHP 4. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
music	mosiqi	موسیقی ۱
culture	caltur/farhang	کلتور / فرهنگ ۲
like	masal/mānand	مثل / مانند ۳
celebration	jašn	جشن ۴
exist	maojud budan	موجود بودن ۵
musician	xānandah/āwāzxoān/ hanarmand	خواننده / آواز خوان / هنرمند ۶
musical instruments	sāz/mosiqi	ساز / موسیقی ۷
dancing	raqs kardan	رقص کردن ۸
differ	farq dāštan	فرق داشتن ۹
river side	lab daryā/kanār dayā/sāhal	لب دریا / کنار دریا / ساحل ۱۰
playing music	mosiqi nawāxtan	موسیقی نواختن ۱۱
singing	bayt xāndan/āhang xwāndan	بیت خاندن / آهنگ خواندن ۱۲
setup	bar pā kardan	برپا کردن ۱۳
artist	hanarmand	هنرمند ۱۴
separate	jadā budan	جدا بودن ۱۵

Listening Strategies

Asking Questions Before and During Listening

To think ahead and focus on listening, you should ask questions about the topic before and during listening. For example, if you listen to the passage about music in Afghanistan, you might ask questions like: what are typical types of music in Afghanistan? Have they been influenced by neighboring countries' music? Do people pursue music as a profession in Afghanistan?

Keep these questions in mind when you listen to the passage. You can ask more questions about the topic to enhance a better understanding.



Learning Activity 3. Match the meanings of the colloquial words and phrases.

music	موسیقی
celebration	جشن
playing music	ساز کردن
dancing	رقص کردن
songs	آهنگ
to have	داشتن
culture	کلتور
to organize/offer	دایر کردن
holiday	رخصتی



Learning Activity 4. Define the following Dari words.

culture	کلتور
celebration	جشن
musical instruments	ساز
dance	رقص
artist	هنرمند
music	موسیقی



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 2. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The wedding included separate male and female singers.	ص
In Afghan culture, women and men are usually separated during parties.	ص
Music is not a part of Afghan culture.	غ
Afghan culture includes music in celebrations and weddings.	ص
Choosing a good and famous singer is a sign of good hospitality in Afghan culture.	ص
The type of music, songs, and dances vary among different ethnic groups in Afghanistan.	ص
Afghans go to parks and riversides and play music on holidays and weekends.	ص
World Music Day was celebrated on June 21.	ص
Singers from inside and outside the country participated in World Music Day.	ص
World Music Day took place in Kabul.	ص

Language and Culture Note 2.

Types and Styles of Music

Afghan cultural practices and traditions are defined by geographic location (موقعیت جغرافیایی) and ethnicity which, in turn, affect the musical style and instruments (آلات) commonly found in that region (منطقه) or village (قریه). Traditional music and musical instruments are still common in isolated mountain regions where they have little exposure to outsiders. However, urban areas and regions along the borders share musical styles and instruments with their neighbors (همسایگان). Now, with the expansion of radio and television broadcasts, modern music is spreading throughout Afghanistan.

Sufi khanaqah is a type of religious music in Afghanistan that is played at special spiritual (معنوی) concerts. Before the Taliban, many musicians (آواز خوان) would play this music in Kabul on Thursday evenings; affirming the spiritual nature of music, since Thursday is the eve before the weekend and day of prayer in Afghanistan.

CHP 4. L 1. DIRECT INSTRUCTION

Present Perfect Tense in Dari

Present Perfect Tense in Dari is used to express an action or event that occurred in the past but has a connection to the present. The word "perfect" is employed to signify "complete." This functions similarly to how it is used in the English language. To illustrate, consider the following instance where the act of closing a door is completed.

[I] have closed the door. دروازه را بسته کرده ام.

The present perfect tense is formed by conjugating the past participle of the main verb according to the personal pronoun. The past participles of verbs are formed by replacing the last letter of the infinitive form (ن) with (ه). For example, the past participle form of the verb 'to eat' (xurdan/خوردن) becomes 'xurda' (خورده)."

- **Colloquial Form**

The spoken version of the present perfect tense operates in a slightly different manner compared to other tenses. The stress is consistently placed on the final syllable, which sets it apart from the standard form. In other words, although there is an 'h' sound at the end of the past participle form of the verb, this sound is not pronounced clearly. Instead, the stress is placed on the personal ending. For example, the verb 'I have eaten,' instead of pronouncing 'xurda am,' is pronounced 'xurdaém'.

See the example for the verb 'to eat [bolded].' Note that the forms for 'I' and 'we' are identical. In both instances, the ending is pronounced as [ém]. Listen to how a native pronounce the verb.

English	Example	Personal Ending	Past Participle	Infinitive	Pronoun
I have eaten.	مه نان خورده یم. ma nān xurdaém.	یم	خورده	خوردن	مه
We have eaten.	ما نان خورده ایم. ma nān xurdaém.	- ایم			ما
You [sl.] have eaten.	تو نان خورده ای. tu nān xurdí.	- ای			تو
You [pl.] have eaten.	شما نان خورده این. ma nān xurdaén.	این			شما
S/he/it have eaten.	او نان خورده. u nān xura.	---			او
These have eaten.	اینا نان خورده ان. inā nān xurdan.	ان			اینا، یا
They have eaten.	اونان نان خورده ان. onā nān xurdan.	- ان			اونان

- **Standard Form**

The formal forms follow a simpler structure. In this case, the present perfect is formed by combining the participle with a personal ending. In the standard form, both the 'h' sound at the end of the past participle form of the verb and the personal endings are pronounced clearly.

English	Example	Personal Ending	Past Participle	Infinitive	Pronoun
I have eaten.	من نان خورده آم. ma nān xurda am.	- آم	خورده	خوردن	من
We have eaten.	ما نان خورده ایم. ma nān xurda ém.	- ایم			ما
You [sl.] have eaten.	تو نان خورده ای. tu nān xurda í.	- ای			تو
You [pl.] have eaten.	شما نان خورده اید. ma nān xurda éd.	- اید			شما
S/he/it have eaten.	او نان خورده است. u nān xura.	است			او
These have eaten.	اینها نان خورده اند. inhā nān xurda and.	- آند			اینها
They have eaten.	آنها نان خورده اند. ānhā nān xurda and.	- آند			آنها



Learning Activity 6. Change the following simple past tense to past perfect tense. Use standard Dari. Follow the example:

Present Perfect	Simple Past
دروازه را بسته کرده است. S/he has closed the door.	دروازه را بسته کرد. S/he closed the door.
	من نان خوردم. I ate food.
	پدرم کار کرد. My father worked.
	شما خانه دوست تان رفتید. You went to your friend's house.
	ما دیروز در عروسی شرکت کردیم. We participated in the wedding yesterday.
	آنها در محفل آواز خواندند. They sang songs at the party.



Learning Activity 7. Complete the following sentences using the present perfect tense. Use standard Dari:

۱. من سه کشور مختلف را _____ (دیدن).
۲. او آن کتاب را چند بار _____ (خواندن).
۳. ما در آن رستوران قبلاً غذا _____ (خوردن).
۴. آنها آن درامه تلویزیونی را _____ (تماشا کردن).
۵. زرمینه برای ۵ سال زبان دری _____ (درس خواندن).

Key:

۵	۴	۳	۲	۱
درس خواند است	تماشا کرده اند	خورده ایم	خوانده است	دیده ام



Learning Activity 8. Rewrite the following sentences using the present perfect tense:

Present Perfect	Simple Past
	۱. من حالا به خانه رسیدم.
	۲. او عروسی کرد.
	۳. تو کار خانگی ات را خلاص کردی.
	۴. ما به پاریس نه رفتیم.
	۵. محفل عروسی برای سه روز دوام کرد.



Learning Activity 9. First, use the verbs you have learned thus far to craft a short story employing the present perfect tense. Next, employ [Vocaroo | Online voice recorder](#) online voice recorder to record yourself narrating the story. Afterward, share the link with your teacher or classmate to obtain feedback. You can use an online Dari/Persian dictionary if needed.

Language and Culture Note 3.

Modern Music

Modern popular music emerged in the 1950s when Radio Afghanistan, also known as Radio Kabul, commenced its broadcasts, captivating listeners who would tune in to its programs. The inception of popular music in Afghanistan featured orchestras that showcased instruments from Afghanistan, India, as well as European clarinets, guitars, and violins. The (محبوبیت) (popularization) of Afghan music has since expanded with the advent of television and film.

The allure of Afghan music extends to (کشورهای همسایه) (neighboring countries) as well. A thriving Afghan music industry can be found in neighboring Pakistan, predominantly in the cities (شهرها) of Peshawar, Karachi, and the capital city, Islamabad. Afghan performers frequently grace Pakistani television programs and hold concerts across the country.

MUSIC IN AFGHAN SOCIETY

موسیقی و جامعه

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 4. L 1. ESSENTIAL QUESTIONS

- What is the significance and impact of the National Training Institute of Music?



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Learning Activity 10. Look at the picture and answer the following questions.

- What are some rituals for engagements and weddings in Afghanistan?
- What are the steps involved in getting married in Afghanistan?

Reading Strategies

Forming an Opinion

Before and during reading, try to form your own opinion about the topic and the ideas presented in the passage. Also, develop reasons to support your opinion. This strategy will keep you focused and help you to better understand and retain new information.

Example: While reading the passage about the National Training Institute of Music, think, “it seems that the Afghan government supports the development and preservation of traditional music, but why is there only one institute in the entire country?”

CHP 4. L 1. READING



Learning Activity 11. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary. Standard Dari is used.

National Training Institute of Music

انستیتوت ملی موسیقی افغانستان نخستین کنسرت بزرگش را پس از تسلط طالبان برگزار کرد

میزان ۱۰۱۴۰

دکتر احمد سرمست، مؤسس و رییس انستیتوت ملی موسیقی افغانستان، از برگزاری نخستین (اولین) کنسرت این انستیتوت پس از تسلط (حکروایی) طالبان خبر داد.

سرمست روز یکشنبه، ۱۰ میزان، با نشر متنی در صفحه فیس بوکش در همین مورد، از این کنسرت به نام «نور و امید» یاد کرده است.

رییس انستیتوت ملی موسیقی افغانستان گفته است: «نخستین کنسرت بزرگ انستیتوت ملی موسیقی افغانستان، پس از برگشت طالبان به قدرت در افغانستان در بزرگترین تالار کنسرت پرتغال، موافقانه اجرا و با استقبال گرم حاضرین به پایان رسید.»

وی افزوده است که در این کنسرت هشت دسته هنری به رهبری قمبر نوشاد هنرنمایی کرده و در یک موزیکال قشنگ، تصویر زیبایی تکرر قومی، فرهنگی و هنری افغانستان متنوع را به نمایش گذاشتند.

سرمست با قدردانی از کار شاگردان، استادان و کارمندان انستیتوت ملی موسیقی افغانستان گفته است که برگشت دوباره انستیتوت به صحنه مدیون کار آنها است.

انستیتوت ملی موسیقی افغانستان توسط دکتر احمد سرمست بنیان‌گذاری و در سال ۲۰۱۰ گشایش یافت.

پس از تسلط طالبان بر کابل سرنوشت انستیتوت ملی موسیقی مانند بسیاری از نهادهای دیگر مبهم ماند؛ تا این که برای از سرگیری آموزش و کار، شماری از شاگردان و استادان این انستیتوت سال گذشته در پرتغال ساکن شدند.

Adapted from: [\(8am.media\) انستیتوت ملی موسیقی افغانستان نخستین کنسرت بزرگش را پس از تسلط طالبان برگزار کرد | روزنامه صبح](#)

CHP 4. L 1. AFTER READING

Reading Strategies

Reading the Introduction

The topic and the main idea of a reading passage is usually placed in the first paragraph or first few sentences. Finding and understanding the topic sentence will help you to know what to expect from the rest of the reading.



Understanding the Reading



Learning Activity 12. Check your understanding by choosing whether the following statements are true/صحیح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحیح / False غلط
1.	The National Institute of Music in Afghanistan held its first major concert after the Taliban takeover.	ص
2.	The founder of the National Institute of Music is Dr. Ahmad Sarmast.	ص
3.	Dr. Ahmad Sarmast announced the concert on his Twitter page.	غ
4.	The concert was called "Noor and Hope."	ص
5.	The concert took place in Portugal.	ص
6.	Eight groups of artists performed in the concert.	ص
7.	The concert showcased the ethnic, cultural, and artistic diversity of Afghanistan.	ص
8.	The students and professors at the National Institute of Music were not involved in resuming its activities.	غ
9.	The National Institute of Music was established in 2010.	ص
10.	Some students and professors at the National Institute of Music relocated to Portugal to continue their education and work.	ص



Learning Activity 13. Work with a partner or alone. Read the article “National Training Institute of Music” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 14. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “National Training Institute of Music” in your own words.



Learning Activity 15. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. Standard Dari is used.

افتتاح شد	ترتیب کردن	برگزار شد	تالار	کنسرت
-----------	------------	-----------	-------	-------

- ۱ انستیتوت ملی افغانستان یک کنسرت به نام «نور و امید» _____ .
- ۲ اولین کنسرت در دوسال _____ .
- ۳ در این _____ مردمان زیادی شرکت کرده اند.
- ۴ کنسرت موسیقی در یک _____ در پرتغال دایر شد.
- ۵ استیتوت ملی موسیقی در سال ۲۰۱۰ توسط سلیم سرمست _____ .

Key:

۵	۴	۳	۲	۱
افتتاح شد	تالار	کنسرت	برگزار شد	ترتیب داده اند

CHP 4. L 1. APPLYING KNOWLEDGE



Learning Activity 16. Refer to the passage “National Training Institute of Music and Music in the Introduction.” Work with a partner or alone. Write a short email in Dari to a friend and talk about music in Afghanistan. Also, mention if anything the passage has surprised you. Use an online Dari/Persian dictionary to look up some words.

CHP 4. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 17. In English, compare the ways Afghans participate in and enjoy music in Afghanistan and in your community. What similarities and differences do you notice?

CHP 4. L 1. EVALUATING



Learning Activity 18. Select 2-3 practices related to music and explain how music reflects culture. In English, describe those practices.



Learning Activity 19. Based on what you have learned and acquired, in English, explain the challenges that musicians and singers may face in Afghanistan because of people's perception of music. What can society do to promote music in Afghan society?

Language and Culture Note 4.

The Prospective of Music in Afghanistan

Musical expression has experienced many periods (دوران) of censorship in Afghanistan. During the rule of the communist regime (1979-1992), music was deemed unfit or dangerous (خطرناک) by the government and was censored. Songs whose lyrics did not align with the government's purpose or promoted its ideology were subject to censorship. Moreover, listening to songs by singers who had left the country was discouraged and banned (منع).

Under the rule of the Taliban in the 1990s and presently (January 2023), extreme religious laws and censorship has been aimed to suppress all forms of musical expression. Musicians, whether professional or amateur, face severe punishment if caught playing music. Censorship against women playing music, singing, or dancing was particularly harsh. The Taliban and Islamic extremist groups consider music un-Islamic. Their belief stems from the notion that music distracts Muslims from worshiping Allah and leads them into prohibited activities, such as consuming alcohol.



CHP 4. L 1. CRITICAL THINKING



Learning Activity 20. Research on the internet or brainstorm with a classmate potential challenges Afghan singers and musicians may face in Afghanistan and recommend ways to mitigate those challenges. In English, write your findings in the following space:

CHP 4. L 1. CREATING



Learning Activity 21. Create a blog post in Dari in which you write a concise and straightforward text to identify the contribution of music to Afghan culture based on what you have learned and acquired so far.



Learning Activity 22. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

صدای دول (دهل) از دور خوش اس (است).

Transliteration: sadāy dol az dur xaš as.

Literal: The drum's sound is more pleasant from afar.

Meaning: This proverb conveys the idea that certain things or situations may appear more appealing or attractive when observed or experienced from a distance. It suggests that there is often a difference between perception and reality and that closer inspection or involvement may reveal flaws or less desirable aspects that were not initially apparent. In this proverb, the drum's sound represents something captivating or alluring, but as one gets closer and hears it more clearly, the initial perception may change. It serves as a reminder to exercise caution and not rely solely on initial impressions, as things may appear different when observed more closely.

CHP 4. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify types of music in Afghanistan.	
2.	I can explain the ways Afghans participate and enjoy music.	
3.	I can ask and answer questions about music in Afghanistan.	
4.	I can explain potential challenges singers and musicians may face due to some Afghans' views about music.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

LESSON 2

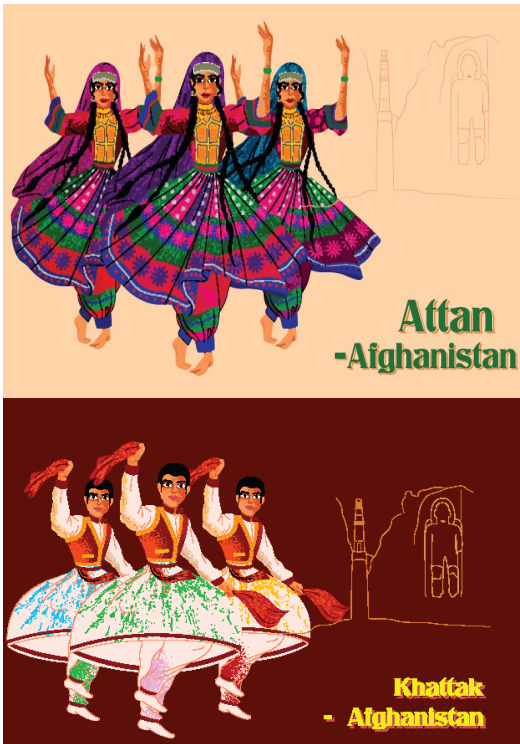
درس دوم

DANCE AND POETRY

موسیقی، رقص، و شعر

CHP 4. L 2. ESSENTIAL QUESTIONS

- What are the different kinds of focus in dance and how are they used in dance and movement?
- How has the relationship between music and poetry evolved in recent years?



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Discuss the following question with a partner. Write down the main points on a piece of paper.

- What can best be communicated through dance and poetry, in general?

CHP 4. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to identify the significance of dance and poetry in Afghan culture and explain how dance and poetry reflect culture. The grammatical aspect of the lesson will focus on present continuous tense in Dari. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 4. L 2. Lesson Learning Checklist).

DANCE AND POETRY

رقص، و شعر

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 4. L 2. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



Dance

رقص / اتن

خالدہ	جمیلہ جان، سلام! چطور استی و چی (چه) گپ هاس (هاست)؟
جمیلہ	و علیکم السلام. خوب استم. در حال یادگیری اتن بر (برای) عارسی (عروسی) اسٹم.
خالدہ	آہ، می بینم کہ یک سات (ساعت) اس (است) کہ رقص کده (کرده) روان استی.
جمیلہ	قسمیکہ می فامی (می فهمی) عروسی روان اس و ما دخترها میخایم (میخواهیم) کہ اتن انداختنه (انداختن را) یاد بگیریم.
خالدہ	اتن تاریخچه بسیار طولانی و چند صد ساله د افغانستان داره (دارد) و رقص ملی کشور حساب میشوہ (میشود).
جمیلہ	جوانها (جوانان) خوش دارن (دارند) کہ اتن اه (را) یاد داشته باشن و د محافل خوشی اتن کنن.
خالدہ	تشکر از ای (این) توضیحات!
جمیلہ	قابلش نیس (نیست).

Language and Culture Note 1.

Afghanistan Traditional Dance - Attan

Attan (اتن), which is also known as the Afghan National Dance, is performed as a group. It is believed that Attan originated from one of the pre-Islamic religious (مذهبی) traditions of people who occupied the area now called Afghanistan.

Attan is considered an essential component to the identity for Afghans. In addition to representing emotions such as joy, culture is a the significant (مشخص) aspects associated with the dance. Afghans always express their emotions and celebrate (تجلیل) victories by performing Attan.

Performers are expected to wear traditional Afghan clothing (لباس). However, men can also wear suits and ties for a formal look. However, women must wear colorful (رنگارنگ), bright dresses accompanied by tiny mirrors, symbolizing light when performing Attan.



Source: [Afghanistan's Traditional Dance-Attan | Wadsam](#)

CHP 4. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري	
national dance	atan	اتن	۱
collective	gropi	گروپی	۲
found out	ma 'lum šadan	معلوم شدن	۳
to get prepared	ā]mādagi garaftan	آماده گی گرفتن	۴
to get ready	tayār šadan	تیار شدن	۵
dance	raqs kardan/raqsidan	رقص کردن / رقصیدن	۶
national dance	raqs meli	رقص ملی	۷
traditional	mahali	محلی	۸
considered	hasāb šadan	حساب شدن	۹
historically	Bah šakl tšrxi	به شکل تاریخی	۱۰
to occur	Bah wujud āmadan	به وجود آمدن	۱۱
long	tulāni	طولانی	۱۲
to learn	yād garaftan	یادگیر گرفتن	۱۳
to like	xoš dāštan	خوش داشتن	۱۴
explanation	wazšhat	وضاحت	۱۵

Listening Strategies

Listening Comprehension

Develop the skills that are involved in understanding and making sense of spoken language. One strategy is to develop an association between what is heard and some relevant pictures and images. See how the spoken language is reflected in the pictures. Ask questions and try to understand the implicit message hidden in communication.



Learning Activity 3. Match the meanings of the words and phrases. The standards words are in **bold** (if they are different from their colloquial forms).

national dance	اتن
historically	به شکل تاریخی
traditional	محلی
national dance	رقص ملی
song	خواندن / آهنگ
explanation	وضاحت
long	طولانی
explanation	وضاحت



Learning Activity 4. Define the following Dari words.

national dance	اتن
celebration	جشن
traditional	محلی
dance	رقص
attack	برید
the threat	تهدید



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 4. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The dialogue takes place between two friends who know themselves.	ص
The person speaking first asks about the other person's well-being.	ص
The second speaker is learning Attan for a wedding.	ص
The second speaker is the bride.	غ
The first speaker believes the second speaker has been dancing for almost an hour.	ص
Attan is considered the national dance of Afghanistan.	ص
The second speaker is attending a wedding.	ص
The second speaker wants to learn how perform Attan.	ص
The first speaker thanks the second speaker for the explanation.	ص
The last statement in the dialogue suggests that something mentioned earlier is not needed.	ص

Language and Culture Note 2.

How Attan is Performed

Traditional Attan music is usually (اکثراً) performed with a *Dhol*, a double-headed drum, and a wooden flute (توله چوبی) known as a *Toola*. Today, other instruments are also used, including the keyboard. Two to over a hundred people take part in Attan and perform it in a circular (دایروی) format. Performers follow a leader who begins the dance by going in a circle to the beat as the rhythm beats faster.

In more complex Attans, the dance (رقص) begins slowly using a variety of styles and techniques, and the ultimate spin is performed after the leader gives the signal, either by placing his hand on the floor or raising it in the air. The musicians play the music at the leader's pace and depend on the Attan leader for guidance. Attan can last anywhere from 5 minutes to 30 minutes long, and it will end when no performer is left standing on the dance floor.

It is common for a performer to faint during the performance as it is very physically intense. The dance has become extremely (سر سخت) popular throughout Afghanistan and can be performed on all festive occasions. In Afghanistan, each valley has its unique style.

CHP 4. L 1. DIRECT INSTRUCTION

Present Continuous Tense in Dari

The present continuous tense, also known as the present progressive tense, is a verb tense used to describe actions that are happening at the present moment or are currently in progress. For example, 'It is raining' translates to 'باران می بارد' in Dari.

- **Colloquial Form**

There are at least two ways to use present continuous tense in Dari.

1. Using the Verb in Present Form.

Using sentences in the present form is more common among native speakers. In this format, native speakers use the verb in the simple present tense to refer to a continuous or progressive action. In other words, both tenses (simple present and present continuous) appear the same. See below:

Present Continuous	Simple Present
باران می بارد. It is raining.	باران می بارد. It rains.
من نان می خورم. I am eating food.	من نان می خورم. I eat food.

- **Standard Form**

In more formal conversations, native speakers usually use the words *alān* / الان (now), *dar jaryān* / در جریان (in progress), and *ham-aknun* / هم اکنون (right now) to form present continuous tense statements. See the examples below.

English	Present Continuous
It is raining now. Currently, it is raining. It is raining now.	الان باران می بارد. باران در جریان باریدن است. هم اکنون باران می بارد.
I am eating food now. Currently, I am eating food. I am eating food.	آلان نان می خورم. من در جریان نان خوردن هستم. من هم اکنون نان می خورم.



Learning Activity 6. Select the correct conjugation to make present statements. Use standard Dari.

- ۱ من الان در حال _____ کتاب. (خواندن)
- ۲ تو همین حالا در حال _____ خط. (نوشتن)
- ۳ او در حال _____ . (گفتگو کردن)
- ۴ مادر حال _____ لباس. (خریدن)
- ۵ شما در حال _____ فلم. (دیدن)
- ۶ آن‌ها در حال _____ . (دویدن)

Key:

۶	۵	۴	۳	۲	۱
دویدن استند	دیدن استید	لباس خریدن استیم	گفتگو کردن است	نوشتن استی	خواندن استم



Learning Activity 7. Construct sentences using the present continuous tense in Dari.

1	Write a sentence about yourself using the present continuous tense.
2	Describe a friend's activity at the moment using the present continuous tense.
3	Talk about someone's ongoing action of learning using the present continuous tense.
4	Express what you and your family are doing currently using the present continuous tense.

5	Share a situation where you see someone engaged in an activity right now using the present continuous tense.
6	Describe a group of people participating in a sports activity using the present continuous tense.

 **Learning Activity 8.** First, use the verbs that you learned so far to create a short story using present continuous tense. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmate for feedback. Look up some words using online Dari/Persian dictionaries.

Language and Culture Note 3.

Types of Attan

The most popular types (انواع) of Attan are the Kabuli Attan Wardaki, Logari, Paktia, Kuchi, Nuristani, and Khattak. In Kabuli Attan, performers dance to the beat of the musician. Both men and women typically perform it. The dance has 2-5 steps. Steps end with clapping while facing the center. Wardaki Attan consists of body movements with a lot of turns and twists. No clapping is involved (شامل) in this type. Performers usually use handkerchiefs while dancing and spinning. Logari, Paktai, Kuchi, and Nuristani Attans have similar (مشابه) movements. However, Paktia Attan (also known as Khosti Attan) and Kuchi Attan has more steps and movement compared to the rest (often 7-10 steps).

The Khatak style is dated to the Moghul period (دوران), where performers danced with their weapons in their hands. In this style, each performer will try to display their physical fitness through body movement while holding their sword(s) or rifle.



Source: [Afghanistan's Traditional Dance-Attan | Wadsam](#)

DANCE AND POETRY

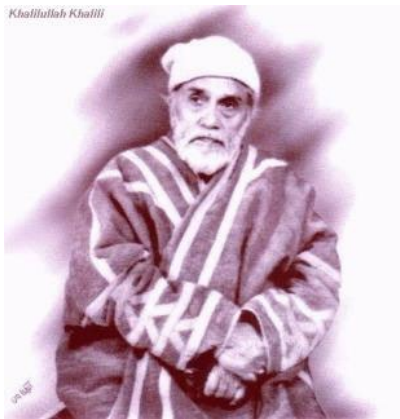
رقص، و شعر

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 4. L 2. ESSENTIAL QUESTIONS

- What are some prominent Dari literary works and their contributions?
- How does Dari literature reflect the cultural and historical context of Afghanistan and Afghan people?



دری گویم، دری آن من است
این زبان، ارث نیاکان من است

خلیل الله خلیلی

*I say Dari, Dari is my glory
This language is the legacy of my ancestors*

خسته روزگار ناآرام، من همانم که جان نمی‌خواهد
کشتنم انتخاب سختی نیست، زدنم امتحان نمی‌خواهد

سید ابوالفضل مبارز

*Tired of restless times, I am the one who does not want life
Killing me is not a difficult choice, hitting me does not require testing*



Learning Activity 9. Read the poem by Khalilullah Khalili and Sayed Abulfazel Mubariz and discuss the following question with a classmate.

- What do the verses portray?

Reading Strategies

Ask Questions

Before and during reading, ask questions to comprehend the text better and understand its meaning. Ask questions of the author, the text, and yourself. What does the author try to say? What is the central message of this passage? Do I already know something about this topic? What do I predict to learn from this text? How can I explain the message of this text to someone else?

CHP 4. L 2. READING



Learning Activity 10. Read the following text adapted from an online article about Additional Wedding Ceremony Expenses. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

Dari Literature

ادبیات دری

ناتل خانلری می‌نویسد: دری زبان شهرهای مداین (یکی از شهرهای عراق) است و کسانی که در دربار شاه بودند به آن گفتگو می‌کردند. از این لحاظ این زبان بنام زبان «درباری» یاد می‌شد که بعداً به «دری» تبدیل شده.

ز شعر دلکش حافظ کسی بود آگاه
که لطف طبع و سخن گفتن دری داند
«حافظ شیرازی»
*From the enchanting poetry of Hafez, someone was aware,
That he knows the grace of nature and the art and speech of Dari*

اما بعضی‌ها باور دارند که دری منسوب (مربوط) به دره و از کبک دری گرفته شده است چرا که زبان دری در زیبایی و جذابیت به مانند کبک دری است. بعضی از این نسبت به گونه‌ی دیگری تفسیر کرده اند و گفته اند زبان مردم کوهستان‌ها بوده لذا دری «دره‌ها» اصطلاح شده است. و بعضی هم معتقدند که دری در اصل تخراری بوده و بعد بر اثر کثرت استعمال دهاری و سه بعد دهری و در نتیجه دری شده است.

دری صفت فارسی است: ناتل خانلری می‌نویسد: در اکثر نوشته‌هایی که مربوط به زبان‌های ایرانی بعد از اسلام است دو اصطلاح فارسی و دری را مترادف و گاهی هردو را باهم به یک معنا آورده‌اند و گاهی دری را صفت فارسی و در معنا فصیح ذکر کرده‌اند. فردوسی می‌گوید:

بفرمود تا پارسی دری
نبشتند و کوتاه شد داوری
*He ordered to write in Persian Dari
The judgment was made brief*

در این که نخستین شاعر زبان دری کیست نظرات متفاوتی ارایه شده است: برخی بهرام گور پادشاه ساسانی (۴۲۰ – ۴۳۸ ق. م) را نخستین شاعر دری زبان دانسته و این شعر را از او خوانده اند:

منم آن پیل دمان و منم آن شیر یله
نام من بهرام گور و کنیه ام بوجبله
*I am that tusked elephant and I am that mountain lion
My name is Bahram Gur, and my title is Bujabla [mountain]*

بعضی ابوحفص سغدی را اولین شاعر دری زبان میدانند. این شعر هم از اوست:

آهوی کوهی در دشت چگونه دودا
چو ندارد یار بی یار چگونه دودا
*How can the mountain deer run in the plain?
Because he doesn't have a companion, how can he run without a companion?*

تاریخ ادبیات دری به قدمتی بسیار دیرینه در افغانستان برمی‌گردد. این ادبیات نه تنها ارتباطات فرهنگی و زبانی خاورمیانه را با آثارش تجربه کرده است، بلکه تأثیرات زیادی از ادبیات هند، ایران و منطقه‌های دیگر نیز در آن مشاهده می‌شود

Source: adapted from blogfa.com نخستین شاعر دری زبان

CHP 4. L 2. AFTER READING

Reading Strategies

Determine Importance

Understanding big ideas and why they are essential helps the reader to understand the reading better. It enables the reader to identify explicit and implicit messages of the reading. To do so, the reader can look at text features for clues: Titles and headings, bold text, pictures, graphs, etc. The reader can also ask questions and try to find responses from the text. For example, the big idea is, The most important information is, The author is saying..... What I read and understand is similar to..... So far, I have learned, Etc.



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	Dari is the language primarily spoken in the cities of Madain in Iraq.	غ
2.	The term "Darbari" was used to refer to the language spoken in the king's court in Madain.	ص
3.	Dari is related to the family of Iranian languages.	ص
4.	Some believe that Dari was originally Takhari and then evolved into Dari.	ص
5.	In the context of Afghanistan, the terms "Dar" and "Farisi/Persian" is used interchangeably.	ص
6.	Persian and Dari are synonymous terms in most writings related to Iranian languages.	غ
7.	Bahram Gur is considered the first Dari poet.	ص
8.	Abu Hafz Sadi is considered one of the first Dari poets.	ص
9.	Dari literature has cultural and linguistic influences solely from the Middle East.	غ
10.	Dari literature has influences from the literature of India, Iran, and other regions.	ص



Learning Activity 12. Work with a partner or alone. Read the article “Additional Wedding Ceremony Expenses” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Dari Literature” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. You can use an online Dari/Persian dictionary if needed. Standard Dari is used.

مترادف	شاعر	عربی	پادشاه	قدامت
--------	------	------	--------	-------

۱ به باور بعضی ها، زبان دری در دربار _____ گپ زده می شد.

۲ زبان دری و فارسی _____ همدیگر استند، یعنی بجای همدیگر استعمال می شوند.

۳ به گمان بعضی ها، پادشاه ساسانی بنام بهرام گور اولین _____ زبان دری بود.

۴ در دری کلمات و لغت های _____ موجود است.

۵ زبان دری _____ چند صد ساله دارد.

Key:

۵	۴	۳	۲	۱
قدامت	عربی	شاعر	مترادف	پادشاه

CHP 4. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passages “Dance” in the Introduction and “Dari Literature” under the Reading. Work with a partner or alone. Write a short email in Dari to a friend and talk about *dance, poetry and literature* in Dari culture. Also, mention if anything the passage has surprised you. Use an online Dari/Persian dictionary to look up some words.

CHP 4. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare traditional practices related to Attan and literature in Afghanistan and in your community. What similarities and differences do you notice?

CHP 4. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to dance and poetry in Afghanistan and explain how dance and poetry reflect Afghan culture. In English, describe those practices.



Learning Activity 18. Based on what you have learned and acquired, in English, explain how Afghans' view dance in general and how their perspectives changes when it comes to Attan.

Ghazal (غزل) – Dari Poetry

The most popular type of Dari poetry is the ghazal. It is a lyrical and emotional form characterized by rhyming couplets, where each couplet represents a complete thought or idea. Ghazals often explore themes of love, longing, and spirituality, using vivid imagery and metaphors to evoke powerful emotions. The first line of each couplet ends with a repeated rhyme (radif), while the second line ends with a refrain (qafia) following a specific rhyme pattern. With its creative freedom and ability to convey deep emotions, the ghazal has become a beloved and widely recognized form of Dari poetry, reflecting the cultural heritage and poetic traditions of Afghanistan. The following is a ghazal from Rumi:



This is my thought and my words during the day and every night. Why am I oblivious to the state of my heart?

روزها فکر من این است و همه شب سختم
که چرا غافل از احوال دل خویشتم

Where did I come from? What was the purpose of my coming?

از کجا آمده ام آمدنم بهر چه بود
به کجا میروم آخر ننمایی وطنم

*Where am I going? Don't you show me my homeland?
I am left wondering why he made me,
Or what was his purpose in making me?*

مانده ام سخت عجب کز چه سبب ساخت مرا
یا چه بوده است مراد وی از این ساختنم

I am a bird from the celestial realm (upper world), not from the earthly world,

مرغ باغ ملکوتم نیم از عالم خاک
چند روزی قفسی ساخته اند از بدنم

*For a few days, they have made a cage out of my body.
Until you do not show me my path and destination,
I don't stay calm, I don't take a breath.*

تا به تحقیق مرا منزل و ره ننمایی
یک دم آرام نگیرم نفسی دم نزنم

CHP 4. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate potential challenges Afghan dancers (other than Attan performers) may go through in Afghanistan and recommend ways to mitigate those challenges. In English, write your findings in the following space:

CHP 4. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, develop an informational sheet in Dari language, illustrated with relevant images, to introduce notable Dari poets and their poetry.



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

از سرنچی یک پُف اس.

Transliteration: az sarnači yak puf as.

Literal: It is a puff/blow from the trumpeter.

Meaning: I am warning you and giving you this advice only once. You can choose to accept it or disregard it.

CHP 4. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify the types of Afghan national dance.	
2.	I can explain the relationship between music and poetry.	
3.	I can ask and answer questions about dance and poetry in Afghanistan.	
4.	I can explain how Afghans perceive dance in general and how that perspective is different when it comes to Attan.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

CHP 4. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 4.

Chapter Objectives:

- To identify the main idea and key information in short straightforward informational text on *Afghan music, dance, and poetry* in both very familiar and everyday contexts by recognizing simple sentences in texts that are spoken or written.
- To exchange information in conversations on familiar topics and some researched topics about *Afghan music, dance, and poetry*, creating sentences and series of sentences and asking a variety of follow-up questions.
- To tell a story about *Afghan music, dance, and poetry*, using sentences and series of connected sentences.
- To compare products and practices in own and other cultures related to *Afghan music, dance, and poetry*.

CHP 4. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 4

Topic: Music, Dance, & Poetry in Afghanistan

Proficiency Level: Intermediate Low (ACTFL 2012), ILR 1

Objective: To demonstrate understanding of the Dari language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on the role of music, dance, and poetry in Afghanistan, including their cultural and historical significance.

- **Interpretive Mode**

- Task: Read an article in Dari about the traditional music, dance, and poetry of Afghanistan, discussing various genres, notable artists, and the influence of historical and cultural contexts.
- Assessment:
 - Write a summary in Dari, encapsulating the main points of the article.
 - Reflect on how these cultural forms compare to those in your own culture or another culture you know.

- **Interpersonal Mode**

- Task: Engage in a conversation with a classmate in Dari, discussing:
 - Your experiences with music and dance, and their cultural significance.
 - Share thoughts on the influence of the National Training Institute of Music in Afghanistan.
- Assessment:
 - Active participation in the dialogue, demonstrating the ability to ask and answer questions, and exchange opinions.
 - Use of appropriate vocabulary and expressions related to music, dance, and literature.

- **Presentational Mode**

- Task: Prepare and deliver a presentation in Dari on one of the following topics:
 - "The Significance of Dance in Afghan Culture" focusing on different styles and their uses.
 - "Dari Poetry and Literature: Windows into Afghan Culture and History" discussing prominent works and authors.
- Assessment:
 - Clarity, organization, and coherence of the presentation.
 - Accurate use of language, including relevant vocabulary and grammatical structures.
 - Engagement with the audience, demonstrating depth of understanding.

- **Peer Review and Discussion (Post-Presentational Task)**

- Task:
 - Participate in a peer review session, providing feedback on your classmates' presentations, focusing on content, language use, and presentation skills.

- Engage in a group discussion to synthesize what you have learned about Afghan music, dance, and poetry, and their cultural relevance.
- Assessment:
 - Quality and constructiveness of feedback provided.
 - Active participation in the discussion, demonstrating a comprehensive understanding and ability to connect individual insights to broader cultural contexts.

Note to Instructor: Encourage students to explore a variety of sources to deepen their understanding of Afghan culture. The goal is to foster an appreciation of the rich cultural tapestry of Afghanistan while improving language skills. Provide guidance and resources as necessary to support students in their research, discussion, and presentation skills.

CHP 4. VOCABULARY

English	Transliteration	دري
music	mosiqi	موسيقي
culture	caltur/farhang	کلتور / فرهنگ
like	masal/mānand	مثل / مانند
celebration	jašn	جشن
exist	maojud budan	موجود بودن
musician	xānandah/āwāzxoān/hanarmand	خواننده / آواز خوان / هنرمند
musical instruments	sāz/mosiqi	ساز / موسيقي
dancing	raqs kardan	رقص کردن
differ	farq dāštan	فرق داشتن
river side	lab daryā/kanār dayā/sāhal	لب دریا / کنار دریا / ساحل
playing music	mosiqi nawāxtan	موسيقي نواختن
singing	bayt xāndan/āhang xwāndan	بیت خواندن / آهنگ خواندن
setup	bar pā kardan	برپا کردن
artist	hanarmand	هنرمند
separate	jadā budan	جدا بودن
national dance	atan	اتن
collective	gropi	گروپی
found out	ma 'lum šadan	معلوم شدن
to get prepared	ā]mādagi garaftan	آماده گی گرفتن
to get ready	tayār šadan	تیار شدن
dance	raqs kardan/raqsidan	رقص کردن / رقصیدن
national dance	raqs meli	رقص ملی
traditional	mahali	محلی
considered	hasāb šadan	حساب شدن
historically	Bah šakl tšixi	به شکل تاریخی
to occur	Bah wujud āmadan	به وجود آمدن
long	tulāni	طولانی
to learn	yād garaftan	یادگیر گرفتن
to like	xoš dāštan	خوش داشتن
explanation	wazšhat	وضاحت

CHAPTER FIVE

فصل پنجم

ENTERTAINMENT AND LOCAL FESTIVALS

فستیوال های محلی و سرگرمی ها



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with text that are spoken or written.

Chapter Objectives

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *entertainment and local festivals* in Afghanistan.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations and some discussions on Afghan *entertainment and local festivals* that I have researched, using connected sentences that may combine to form paragraphs and by asking a variety of questions, often across various time frames.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

Chapter Objectives

- Tell stories about school and community events and personal experiences relevant to Afghan *entertainment and local festivals*, using a few short paragraphs, often across various time frames.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in own and other cultures related to *entertainment and local festivals* in Afghanistan.

LESSON 1

درس اول

SPORTS AND ENTERTAINMENT – RURAL CUSTOMS AND TRADITIONS

سپورت و سرگرمی ها – رواج های محلی

CHP 5. L 1. ESSENTIAL QUESTIONS

- What are some traditional sports in Afghanistan and how do people entertain themselves in rural areas?
- How have sports and entertainment changed over time in Afghanistan?



Discuss the following question with a partner. Write down the main points on a piece of paper.

- What are some common sports that you play and how do people entertain themselves in your culture?
- What does the picture above portray about the people?

CHP 5. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to identify sports and entertainment practices that are mostly common in villages and explain how those practices have changed over time. The grammatical aspect of the lesson will focus on the present perfect continuous tense in Dari language. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 5. L 1. Lesson Learning Checklist).

SPORTS AND ENTERTAINMENT – RURAL CUSTOMS AND TRADITIONS

سپورت و تفریح – رواج های محلی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 5. L 1. INTRODUCTION

 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



Traditional Games and Entertainments

سپورت و تفریح – رواج های محلی

اجمل خان! امروز هوا بسیار خوبش (خوشایند) اس (است). بیا که بیرون بریم (برویم) و چکر بزنیم.	جلال
راست میگی (می گویی)، بسیار خوب هوا اس.	اجمل
وقتی که هوا خوب باشه (باشد)، مردم چه میکنند، چطور سات (ساعت) خوده (خود را) تیر میکنند؟	جلال
جوانها (جوانان) معمولاً کتی (همرای) رفیقای خود به پارک ها میرن (میروند) و وخت (وقت) خوده (خود را) خوش میگذرانن (می گذرانند). بعضی وختا (وقت ها) بازی های عنعنوی مثلی غوسی، توپ دنده، سنگ انداختن، ولیبال، پالوانی (پهلوانی) و غیر انجام میتن (میدهند). در جشن های کلان مثل جشن نوروز، میله عید و غیره ده (در) بسیاری ولایات شمالی مسابقات بزکشی دایر میشه (میشود).	اجمل
یکی از سپورت هایکه د ای (در این) سالهای اخیر زیاد محبوبیت پیدا کده (کرده) کرکیت اس. ای (این) بازی د پاکستان مشهور بود خو ده (در) افغانستان مردم قبلا ای بازی ره (را) زیاد نمی شناخت. بعد از ایکه (اینکه) افغانها به سبب جنگ های افغانستان به پاکستان مهاجر شدن، بازی کرکته (کرکت را) شناختن و یاد گرفتن. هفته پیش ده (در) چمن حضوری کابل یک مسابقه کلان کرکت برگزار شد که جوانهای (جوانان) زیاد اشتراک کردن.	جلال
بر (برای) تفریح، مردم دگه (دیگر) چی (چه) میکنند؟	جلال
چشم پته کان، آوبازی (آب بازی)، موسیقی، دنده کلک و غیره.	اجمل
بسیار تشکر!	جلال

Language and Culture Note 1.

Ghosai/Khursai / غوسي/خرسي

This is a local (محلي) and traditional game (بازی) that boys mainly play. Sometimes the game is played between players from two different villages. The game starts with the selection of players by their team leaders. Sometimes, players are given the option to choose their team. After each team is formed, a person is selected to play Ghosai/calf. The next step in the game is to decide which team will begin (شروع) the game. For this purpose, the team leaders play a game similar to "rock-paper-scissors." Each finger represents a different weapon (e.g., gun, scissors, sword, bow and arrow, bamboo stick). The winning (برنده) team will begin the game. The winning team (which starts the game) is also responsible for protecting the player who plays Ghosai/calf and helping them reach the goal/ a specific circle.

The game is played with one foot (یک پا) and one hand. The players (بازی کن) hold their other foot with their hand. They try to defeat the rival team by pushing players down to the ground or making them release their hand from their leg. As soon as a person falls to the ground or releases their hand from their foot, they are out of the game.

The team that protects the Ghosai/calf also attempts to guide/help the calf reach the goal پته or a designated circle. The opposing (مقابل) team tries to prevent the calf from reaching the goal.

Additionally, each team strives to eliminate members of the rival team from the game by pushing (تيله کردن) them onto the ground or forcing them to release their foot. The team with more players will win the game.



Image: <https://afghanistan.asia-news.com/>

CHP 5. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
recreation	tafrih	١ تفریح
local	mahali	٢ محلی
to go	raftan	٣ رفتن
to walk	čakar zadan	٤ چکر زدن
to play	bāzi kardan	٥ بازی کردن
calf	ġosay/xosay	٦ غوسی/خوسی
dunk the ball	topdandah	٧ توپ دنده
throwing stones	sang andāxtan	٨ سنگ انداختن
to pass time	waxt ter kardan/waqt gazaštāndan	٩ وخت تیر کردن / وقت گذشتاندن
hug	pālawāni/pahlawāni	١٠ پالوانی / پهلوانی
sport	sport	١١ سپورت
hide and seek	čašm patah kār	١٢ چشم پته کان
to have fun	sātteri/sā 'at teri	١٣ سات تیری / ساعت تیری
buzkashi/goat grabbing	baz kaši	١٤ بزکشی
get to know	šnāxtan	١٥ شناختن

Listening Strategies

Watch for Important Explanations

Sometimes the speaker provides cues to alert the listener that a necessary explanation is coming. Sometimes, explanations come after a question is posed. Watch for those cues.

Example:

Question: / در این قریه مردم چه نوع فعالیت های تفریحی دارند؟ / What type of recreational activities do people do in this village?

Sometimes more explanation comes after words like “however, but, etc.”

Example:

... / مگر در افغانستان کسی آنرا نمی شناخت. مگر وقتیکه ... / but in Afghanistan no one knew it. When ...



Learning Activity 3. Match the meanings of the colloquial words and phrases.

entertainment	تفریح
excursion/to walk	چکر زدن
calf	خوسی
wrestling	پالوانی
sport	سپورت
hide and seek	چشم پسته کان
buzkashi	بزکشی
to get to know	شناختن
to throw stone	سنگ انداختن
to play	بازی کردن



Learning Activity 4. Define the following Dari words.

to be played	بازی کردن
dunk the ball	توپ دنده
rural/local	محلی
entertainment	تفریح
buzkashi	بزکشی
sport	سپورت



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 5. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The article is about recreation in rural areas of Afghanistan.	ص
The speakers want to go on a walk.	ص
The second speaker explains the type of local sports.	ص
According to the article, most youths spend their free time with friends in parks.	ص
Cricket was a popular sport in Afghanistan.	غ
According to the article, war and in-fighting in Afghanistan have not affected the local traditions.	غ
There was a sports tournament in Kabul last week.	ص
“Hide and seek” is another traditional game in Afghanistan.	ص
According to the article, cricket is very popular in Pakistan.	ص
Throwing rocks is another popular local game.	ص

Language and Culture Note 2.

Hat Throw (کلاه انداختن)

In this game, a group of youths/players takes the hat from one person's head and throw it to each other. The owner of the hat tries to get his hat (کلاه) back. As soon as the owner of the hat retakes his hat, another person's hat is snatched and thrown to each other. The game (لوبه) continues as much as the players want to continue it.

Ball in Stick (دنده کلک)

This game has some similarities (شباهت) to cricket and baseball. The equipment of the game includes a stick (which serves as a bat) about 60 cm long (24 inches) and a 20 cm (7 inches) stick called kilik (which serves the same purpose هدف as a ball in baseball). A small size ditch of 3.4 cm (1.5 inches) is dug to serve as the base. Two players/team leaders (میر) from each team toss a coin to decide who will hit the small stick (kilik) and which team will try to capture the kilik. If the opposing team catches the kilik, the player who has hit the kilik will be out of the game, and another team member (عضو تیم) will go to the ground to hit the kilik. The first team will continue until all players are out or they reach the allocated time of the game. Then the next team will hit (زدن) the kilik and the first team will try to catch it. The winning team is the one who has hit the kilik longer than the other team. Each time that the kilik is hit, the distance (مسافت) is measured using the stick, which serves as a bat. Each measurement is called *muk*. One *muk* is 60 cm (the length of the bat).



CHP 5. L 1. DIRECT INSTRUCTION

Present Perfect Continuous Tense

The present perfect continuous tense in Dari is used to describe actions or events that started in the past, have been ongoing until the present, and may continue into the future. It emphasizes the duration or ongoing nature of an action.

- **Colloquial Form**

The Use of the Word Rawān / روان

Native speakers often use the word rawān / روان, which means 'current' or 'continuing,' to form the present perfect continuous tense in Dari. In this case, the past participle of verbs comes before rawān / روان which serves as the auxiliary verb, followed by "بودن" (to be) in the present tense. It is important to remember that the past participle form of verbs is created by replacing the last letter of the infinitive form of the verb (ن) with (ه). See examples below:

English	Present Continuous	To be Verb	The Auxiliary	Past Participle	Infinitive
It has been raining.	باران باریده روان است.	بودن «است»	روان	باریده	باریدن
I have been eating food.	من نان خورده روان استم.			خورده	خوردن
My sister has been studying.	خواهرم درس خوانده روان است.			درس خوانده	درس خواندن
They have been sleeping.	آنها خوابیده روان استند.			خوابیده	خوابیدن
We have been talking.	ما گپ زده روان استیم.			گپ زده	گپ زدن

- **Standard Form**

In the standard form, the present perfect continuous tense in Dari is formed by using the past participle form of the verb "داشتن" (to have) as the auxiliary verb. It is important to note that the past participle form of the verb "داشتن" which is "دارد", is conjugated based on the pronoun to match the main verb. See the following table:

English	Present Continuous	The Auxiliary	Infinitive	Pronoun
It has been raining.	باران دارد می بارد.	داشتن «دارد»	باریدن	باران
I have been eating food.	من دارم نام می خورم.		خوردن	من
We have been studying.	ما داریم درس می خوانیم.		درس خواندن	ما
You have been reading.	تو داری می خوانی.		خوانیدن	تو
We have been talking.	شما داریم گپ می زنید.		گپ زدن	شما
He has been working.	او دارد کار می کند.			او
My sister has been teaching.	خواهرم دارد درس میدهد.			خواهرم
They have been shopping.	آنها دارند خریداری می کنند.			آنها



Learning Activity 6. Complete each sentence with the appropriate form of the verb in parentheses using the present perfect continuous tense. Use standard Dari (داشتن).

۱. من از چند روز قبل برای امتحان _____ (مطالعه کردن).
۲. تو تمام شب _____ (نه خوابیدن).
۳. او در این هفته روی پروژه جدید _____ (کار کردن).
۴. آنها از دیروز منتظر آمدن شما _____ (بودن).
۵. از سه روز گذشته باران _____ (باریدن).

Key

۵	۴	۳	۲	۱
دارم مطالعه میکنم	داری نه خوابیدی	دارد کار میکند	استند	دارد باران میبارد



Learning Activity 7. Complete each sentence with the appropriate form of the verb in parentheses using the present perfect continuous tense. Use colloquial Dari (روان).

۱. مه از چند روز قبل برای امتحان _____ (مطالعه کردن).
۲. تو تمام روز _____ (خوابیدن).
۳. او در این هفته روی پروژه جدید _____ (کار کردن).
۴. آنها از دیروز ویدیوگیم _____ (بازی کردن).
۵. از سه روز گذشته باران _____ (باریدن).

Key

۵	۴	۳	۲	۱
باریده روان اس	بازی کرده روان استن	کار کرده روان اس	خوابیده روان استی	مطالعه کرده روان استم

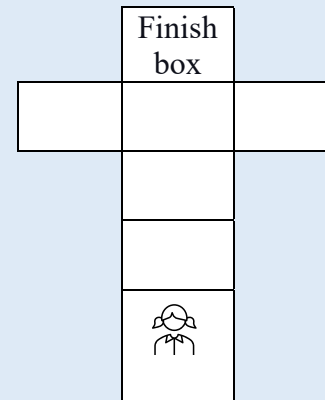


Learning Activity 8. First, create a short story using present perfect continuous tense. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmate for feedback. Look up some words using online Dari/Persian dictionaries.

Language and Culture Note 3.

Juz Bazi (جربازی)

This game is like hopscotch. It is common among young Afghan girls (دختران), but boys also sometimes (بعضی اوقات) participate. The children decide who will go first by playing a version of rock paper scissors. The game starts from the first/bottom box by pushing/hitting a round-shaped object (often a stone/small piece of rock) with the tips of the foot to the next box. Then they jump (خیز زدن) to that box with one leg. Neither the foot nor the object should touch any of the lines. If it happens, the player will lose the game.



SPORTS AND ENTERTAINMENT – RURAL CUSTOMS AND TRADITIONS

سپورت و تفریح – رواج های محلی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 5. L 1. ESSENTIAL QUESTIONS

- What role does Buzkashi play in promoting community engagement and social cohesion in Afghanistan?



Learning Activity 9. Look at the picture and answer the following questions.

- How is Buzkashi played and what are the rules and objectives of the game?
- How has Buzkashi been affected by political changes and conflicts in Afghanistan?

Reading Strategies

Cause and Effect

Understanding cause and effect will help you better comprehend the reading. One way is to complete a Cause-and-Effect graphic organizer to show how one action has caused another action.

CHP 5. L 1. READING



Learning Activity 10. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary. Standard Dari is used.

Buzkashi

بزکشی

بزکشی نوعی بازی سنتی (عنعنوی) و گروهی است که به کشیدن بز معروف (مشهور) است. این بازی، در کشور افغانستان به عنوان (نام) یک ورزش فرهنگی رواج دارد. شرکت کنندگان (بازیکنان) بزکشی، اسب سواران مجربی (با تجربه) هستند که برای جا بجا کردن لاشه (جسد) یک گوساله یا بز ذبح شده (کشته شده) رقابت می کنند (مسابقه می دهند).

شرکت کنندگان (اعضای تیم) در بازی بزکشی، چاپ انداز نام دارند. چاپ انداز ها، مردان قوی هستند که به وسیله (با/توسط) شوربای گوشت تغذیه می شوند (قوت می گیرند).

چاپ انداز ها باید لاشه (جسد) حیوان را در حین (حال) سوار بر اسب، در دست بگیرند. زمانی که (وقتی که) بازی شروع می شود شرکت کنندگان (بازی کنان)، باید لاشه را از روی زمین بردارند (بلند کنند) و از رقبا (تیم رقیب) پیشی بگیرند. سپس در یک مقر (محل) مشخص به شکل دایره، جسم بز یا گوساله را بیندازند.

در طول مسابقه (در تمام وقت مسابقه)، زمانی که یک چاپ انداز در حال بلند کردن (برداشتن) لاشه بز از روی زمین است و در مسیر (جریان) انتقال بز به دایره در حرکت است، دشمنان او حق شلاق زدن بزکش (چاپ انداز) را دارند تا مانع رسیدن او به دایره شوند.

احتمال می رود (شاید) چاپ اندازان زخمی شوند یا هم جان خود را از دست بدهند (کشته شوند).

Adapted from: beytoote.com (بزکشی؛ ورزش سنتی و گروهی افغانستان)

CHP 5. L 1. AFTER READING

Reading Strategies

Making Inferences

To better comprehend the text and be able to understand implicit messages in a spoken or written passage, you must read between the lines and decode hidden messages.



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	Buzkashi is a traditional group game known as goat pulling.	ص
2.	Buzkashi is popular in Afghanistan as a cultural sport.	ص
3.	The participants in the game of Buzkashi are called Chapandaz.	ص
4.	Chapandaz are strong men who are nourished by meat soup.	ص
5.	The players must hold the carcass of the animal while riding on the horse.	ص
6.	When the game starts, the participants must pick up the carcass from the ground and overtake the competitors.	ص
7.	The body of a goat or a cow is thrown in a certain place in the shape of a circle or scoring area.	ص
8.	Opponents have the right to whip the Chapandaz, not the goat, to prevent him from reaching the circle.	ص
9.	It is possible that the players will be injured or even lose their lives.	غ
10.	Buzkashi involves a slaughtered calf or goat.	ص



Learning Activity 12. Work with a partner or alone. Read the article “National Training Institute of Music” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Buzkashi” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. Standard Dari is used.

چاپندازان	ولایات شمالی	گوساله	خطرناک	اسب
-----------	--------------	--------	--------	-----

۱ بزکشی معروفترین بازی ملی افغانستان است که معمولاً در _____ بازی میشود.

۲ در بازی بزکشی، هر بازیکن باید سوار _____ باشد.

۳ اعضای تیم بزکشی _____ نامیده می‌شوند.

۴ در بازی بزکشی از _____ کشته شده استفاده می‌شود.

۵ بزکشی بازی _____ است.

Key:

۵	۴	۳	۲	۱
خطرناک	گوساله	چاپندازان	اسب	ولایات شمالی

CHP 5. L 1. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passage in the Introduction as well “Buzkashi.” Work with a partner or alone. Write a short email in Dari to a friend and talk about these practices in Afghanistan. Also, mention if anything the passage has surprised you. Use an online Dari/Persian dictionary to look up some words.

CHP 5. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare the ways Afghans participate and enjoy a musical experience in Afghanistan and in your community. What similarities and differences do you notice?

CHP 5. L 1. EVALUATING



Learning Activity 17. Select 2-3 practices related to traditional sports and entertainment. Explain how those traditions reflect culture. In English, describe below.



Learning Activity 18. Based on what you have learned and acquired, in English, explain in what ways have sports and entertainment changed over time in Afghanistan.

Language and Culture Note 4.

Current Status of Entertainment and Recreation in Afghanistan (2023)

In August 2021, the democratic government of Afghanistan collapsed (سقوط کرد) (2001-2021) and the Taliban took control of the country. One of the changes they introduced was banning Afghan women from entering parks, fun fairs, and gyms in big cities such as Kabul. The decision (فصله) came after the Taliban claimed that they had seen both men and women ignoring gender segregation (جدا بودن) orders in parks and women not observing Islamic attire “hijab.”



In some other areas, the Taliban has ordered separate days of the week for men and women access to parks to impose gender segregation (تفکی جنسیتی). Currently, amusement parks are almost empty, and are losing business due to a lack of visitors.

CHP 5. L 1. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate how people, both male and female, currently entertain themselves in Afghanistan and how those practices have changed over time. In English, write your findings in the following space:

CHP 5. L 1. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create a social media post in Dari language that explains popular sports and forms of entertainment in Afghanistan. Include relevant images to enhance your post.



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

Colloquial	پالوان که خوید باز میگه چوت ایم تنگ بود.
Standard	پهلوان که خوید، میگوید چوته ام تنگ بود.

Transliteration: pahlawān kah xawid megah/megoyad čotah am tang bud.

Literal: When a wrestler is defeated, they say that their singlet was tight.

Meaning: This proverb highlights the tendency for individuals to attribute their failure or defeat to external factors rather than accepting responsibility for their own performance. In the context of wrestling, it suggests that wrestlers may attribute their loss to the tightness or constriction they feel in their singlet (symbolizing physical discomfort or restriction), rather than acknowledging their opponent's skill or their own shortcomings.

CHP 5. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify common sports and entertainment practices in Afghanistan.	
2.	I can explain how sports and entertainment have changed over time.	
3.	I can ask and answer questions about traditional sports including Buzkashi.	
4.	I can explain some challenges that Afghans may, especially women, face when they attempt to do certain sports.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

LESSON 2

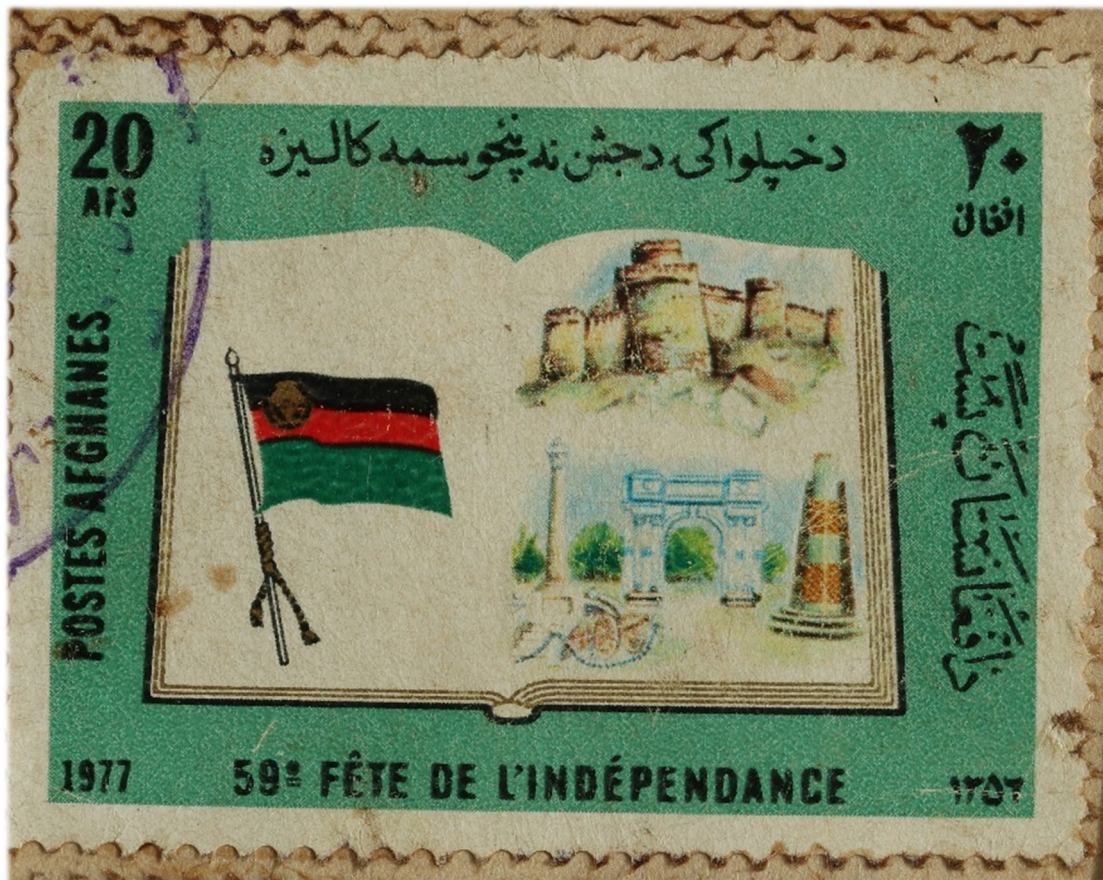
درس دوم

LOCAL FESTIVALS

جشن های محلی

CHP 5. L 2. ESSENTIAL QUESTIONS

- What festivals are important parts of Afghan culture?
- Why is it important to learn about holidays that other cultures and countries celebrate?



Discuss the following questions with a partner. Write down the main points on a piece of paper.

- Why do people celebrate?
- What do celebrations around the world have in common?

CHP 5. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to identify important festivals in Afghan culture and explain what celebrations around the world have in common. The grammatical aspect of the lesson will focus on past perfect in Dari. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 5. L 2. Lesson Learning Checklist).

LOCAL FESTIVALS

جشن های محلی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 5. L 2. INTRODUCTION



Learning Activity 1. Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



Image: Wikipedia

Red Flower Festival

میله گل سرخ

خالدہ: جمیلہ جان، سبا (فردا) شروع سال نو ہجری شمسی اس و نوروز اس. مہ (من) و فامیلیم میخاییم (میخواہیم) کہ بہ طرف مزار شریف بریم (برویم) و دہ (در) میله گل سرخ شرکت کنیم. خدا کنہ (کند) کہ ہوا خوب باشہ. آیا تو تا حال ای (این) جشنہ (جشن را) از نزدیک دیدی (دیدہ ای)؟

جمیلہ: بلی، مہ (من) چندین بار دہ (در) جشن گل سرخ رفتیم (رفتہ ام). این جشن بسیار خوب جشن اس (است). گل سرخ نماد (سمبول) شادی (خوشحالی)، عشق، و امید (آرزو) اس. و د ای (این) جشن، مردم با ہم بہ دیدن گل ہای سرخ میرن (میروند) و از زندگی لذت می برن (برند).

میله گل سرخ یک جشن خاص است کہ در شہر مزار شریف ہمہ سالہ در چہل روز اول سال و بہ مناسبت رویدن گل ہای سرخ بر پا می شہ (میشود)، مردم زیادی در این جشن اشتراک می نمایند (نمایند). آمد آمد (آمدن) مردم قبل از حلول (شروع) سال نو آغاز (شروع) شدہ و با بر افراشتن (بلند کردن) جہندہ (بیرق) زیارت سخی شاہ ولایت مآب میله گل سرخ نیز (هم) شروع می شہ (شود).

گل سرخ لاله یی خود رو اس و از جمله اولین گل های بهاری شمردہ (حساب) می شوه (میشود). آریاییان ای (این) میله ره (را) هزاران سال قبل برگزار می کردند.

بسیار تشکر، انشاءالله ای میله ره (را) از نزدیک می بینیم.

وخت خوش برت (برایت) میخایم (می خواهم).

خالدہ

جمیلہ

Source: Adapted from azadiradio.com میله گل سرخ

Language and Culture Note 1.

میله گل سرخ Red Flower Festival

The Red Flower Festival, celebrated during Nowruz in Afghanistan, is a vibrant (پر جنب و جوش) and joyous event that holds deep cultural significance. This festival usually takes place in the vicinity of the city of Mazar-e-Sharif, where the deserts and surrounding areas are adorned with red flowers. The color red symbolizes happiness, love, and hope, and it is prominently (به طور برجسته) featured throughout the festival. People from all walks of life gather in the city, dressed in colorful attire. They engage in lively dances and music performances, accompanied by local singers who serenade the crowd with cheerful songs. Traditional and delectable local dishes are served, adding to the festive atmosphere. The Red Flower Festival is a time of togetherness, celebration, and the embrace of life's beauty, fostering (پرورش دادن) a sense of unity and renewal as the new year begins.

CHP 5. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
Nowruz	nawroz	۱ نوروز
the side	taraf	۲ طرف
participation	šarkat kardan	۳ شرکت کردن
special celebration	jašn xās	۴ جشن خاص
love	'ašq	۵ عشق
symbol	sambol/namād	۶ سمبول / نماد
wish/hope	ārzo/amed	۷ آرزو / امید
people came	āmad āmad mardam	۸ آمد آمد مردم
to go	roidan	۹ رویدن
to set up	barpā kardan/ šadan	۱۰ برپا کردن/شدن
raise up	bar afrāštan	۱۱ برافراشتن
flag	jandah	۱۲ جنده
Sakhi's pilgrimage	zyārat saxi	۱۳ زیارت سخی
auto	xodro	۱۴ خودرو
Aryans	āryāyān	۱۵ آریاییان

Listening Strategies

Listening for Details

When you listen to a passage, focus on how the speaker explains or supports their ideas. What specific details are provided, and how do those details support the main idea of the passage?



Learning Activity 3. Match the meanings of the words and phrases. The standards words are in **bold** font (if they are different from their colloquial forms).

red flower	گل سرخ
Nowruz	نوروز
tulip	گل لاله
enjoying	لذت بردن
to rejoice	شادی کردن
wish	آرزو
new year	سال نو
god willing	خدا کند
to set up	برپا کردن / برپا شدن
this year	امسال



Learning Activity 4. Define the following Dari words.

red	سرخ
picnic	میله کردن
flower	گل
to raise	برافراشتن
to star	آغاز کردن / شدن
god willing	انشالله



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 5. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The New Year and Nowruz begin tomorrow.	ص
The Nowruz Festival takes place in Mazar-e-Sharif.	ص
The red flower festival is celebrated for 40 days every year.	ص
It is the speakers first time experiencing the Nowruz festival.	ص
The new solar year starts next week.	غ
Red flowers are symbols of hope, happiness, and love.	ص
The red flowers are self-grown.	ص
The red flowers are considered the first flowers of spring.	ص
Nowruz festival is a fairly recently adapted celebration.	غ
The Aryans celebrated Nowruz many centuries ago.	ص

Language and Culture Note 2.

Important Festivals of Afghanistan

Afghan festivals are mostly religious (مذهبی) festivals: Ashura, Prophet Mohammad (PBUH), Night of Decree (Lailat-al-Qadr), Night Journey (Mi'raj night), Eid al-Fitr, Day of Arafa, and Eid al-Adha). We have already (از قبل) explained these festivals and holidays (رخصتی) in previous lessons.

Traditional festivals such as (مانند) the Red Flower Festival unite Afghans, who come together for celebration. Afghans participate in festivals from all over the country to share their literature and culture with fellow citizens.

CHP 5. L 2. DIRECT INSTRUCTION

A. Past Participle

In Dari, the past participle is a verb form commonly used to express completed actions or states. It is also used to form various tenses and passive constructions. The past participle is formed by adding [-a] to the past stem of verbs, regardless of whether the verb is simple, complex, or compound. Please refer to the example below:

English	Past Participle	Past Stem	Infinitive
to eat	<i>xorda</i>	خورده	خوردن
to die	<i>morda</i>	مرده	مردن
to go	<i>rafta</i>	رفته	رفتن
to say	<i>gofta</i>	گفته	گفتن
to work	<i>kākarda</i>	کار کرده	کار کردن
to live	<i>zendagi karda</i>	زنده گی کرده	زنده گی کردن
to jump	<i>xaiz zada</i>	خیز زده	خیز زدن
to lie	<i>durogh gufta</i>	دروغ گفته	دروغ گفتن

B. Past Perfect

In Dari, the past perfect tense is used similarly to its usage in English. As indicated earlier, it is used to establish a clear sequence of events in the past, emphasizing the completion of one action before another. Both the colloquial and standard forms of Dari use the same past perfect tense structure.

The past perfect tense in Dari is formed by combining the past participle of a verb with the inflected form of the verb "budan" (بودن), which means "to be" in the past tense. It is conjugated based on the pronoun. See below:

English	داری
I had gone.	من رفته بودم.
We had gone.	ما رفته بودیم.
You [singular] had gone.	تو رفته بودی.
You [plural] had gone.	شما رفته بودید.
S/he/it had gone.	او رفته بود.
They had gone.	آنها رفته بودند.

The negative form is created in Dari by adding the prefix [-na] to the past participle. For example, in the sentence "من نرفته بودم" (man na-rafta budam), which means "I had not gone."

Discover several examples that showcase how the past perfect tense is employed to signify the completion of one action before another. In compound sentences, a comma is used when simple past tense sentences are placed at the beginning. Standard Dari has been used.

English	داری
When I arrived, she had already started the work.	وقتیکه رسیدم، او کار را شروع کرده بود.
She had already started working when I arrived.	او کار را شروع کرده بود وقتیکه رسیدم.
I had not yet answered all the questions when the time ran out.	هنوز تمام سوالات را جواب نداده بودم که وقت تمام شد.
When you got sick, I had gone to Afghanistan.	وقتیکه شما مریض شدید، من به افغانستان رفته بودم.
The food had finished when Ahmad arrived.	نان خلاص شده بود وقتیکه احمد رسید.



Learning Activity 6. Complete the following sentences using the past perfect tense. Standard Dari has been used.

- ۱ آن جشن را _____ . (دیدن)
I had seen that festival.
- ۲ من _____ . (آمدن)
I had come.
- ۳ او در محفل _____ . (شرکت کردن)
She had participated in the party.
- ۴ شما این غذا را _____ . (خوردن)
You had eaten this food.
- ۵ آنها به میله _____ . (رفتن)
They had gone to the picnic.

Key

۵	۴	۳	۲	۱
رفته بودند	خورده بودند	شرکت کرده بود	آمده بودم	دیده بودم



Learning Activity 7. Write the following sentences in Dari, using past perfect tense.

She arrived at the party after everyone had left.

They found the missing keys after they had searched the entire house.

The storm had ended before we arrived at the beach.

She received the job offer after she had completed the final interview.

When I arrived, they had already started.



Learning Activity 8. Create 4-5 sentences using the past perfect tense. Use [Vocaroo | Online voice recorder](#) to record yourself reading the sentences. Then, share the link with your teacher or classmate for feedback. Look up some words using online Dari/Persian dictionaries.

Language and Culture Note 3.

Gul-e-Arghawan Festival (میلہ گل ارغوان)

Another festival (بلہ میلہ) that brings writers, poets, intellectuals, and people of culture together is the Arghawan Festival (میلہ ارغوان) that is held in Gul Ghondi Hill in Parwan Province. It is a spring event that is celebrated by reading poems (اشعار) and performing dances/Attan. The festival provides an opportunity for the youths to enjoy their time and also learn about the past. The main focus of such festival is to commemorate (جشن) the good days of the past and contribute to the growth of the culture.

LOCAL FESTIVALS

جشن های محلی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 5. L 2. ESSENTIAL QUESTIONS

- What are the traditional customs and practices associated with Afghan festivals? How have festivals in Afghanistan evolved over time?



Image source: [Arghawan Festival Held in Parwan Province | TOLONews](#)



Learning Activity 9. Look at the picture and answer the following questions.

- What are some recreational activities in your community?
- What story does the picture tell you about how Afghans enjoy their free time?

Reading Strategies

Previewing: Scanning for Historical Event

When you read, pay attention to historical events. This will make the reading exciting and help you better understand and retain new information. In the previous reading, the author discusses the following:

... اما به مرور و به خاطر جنگ و ناامنی، تعداد این جشن‌ها در طول سال‌ها کاهش یافته است .

... but due to war and insecurity, the number of these celebrations has diminished over the years.

Consider the relevance of this information to the main idea of the article and its essentiality. Reflect on how this information prompts further thoughts regarding the political situation in Afghanistan.

CHP 5. L 2. READING



Learning Activity 9. Read the following text adapted text from an online article about a traditional festival called *Jashni- Gul-e-Arghawan* (جشن گل ارغوان). As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary.

Arghawan Festival

جشن گل ارغوان

همه ساله جشن گل ارغوان در ایام (روزهای) بهار در ولایت پروان برگزار (دایر) می شود.

شماری (بسیاری) از فرهنگیان، نویسندگان و شاعران با گرد آمدن (یکجا شدن) در تپه گل غندی در ولایت پروان در این جشن شرکت کردند.

در کنار (بر علاوه)، میله گل سرخ در بلخ، گل نارنج و گل نرگس در ننگرهار، گل ارغوان نیز در ولایت پروان رسمیت یافته و یکی از روزهای تاریخی این ولایت شده است.

تپه گل غندی در ولایت پروان صدها سال است که محل تفریح مردم منطقه و ولایت‌های همجوار (هم سرحد) آن بوده است.

شرکت در این جشن‌ها می تواند برای بسیاری‌ها (بسیاری از مردم) یاد آور (بخاطر آورنده) خاطرات دیرینه (قدیمی) از همنشینی‌ها (گردهمایی) و روزهای شاد (خوش) باشد.

رئیس موسیقی وزارت اطلاعات و فرهنگ، عبدالجلیل سدید گفت: در گذشته میله های زیادی برگزار می شد اما به مرور (کم کم) و به خاطر جنگ و ناامنی این جشن ها کم رنگ (کم) شده است.

این بخش از ولایت پروان همه ساله شاهد برگزاری این جشن است و هر سال شماری از شهروندان کشور با شرکت در این جشن به شادی و سرور (خوشی) می پردازند. تپه گل غندی در غرب شهر چاریکار در ولایت پروان قرار (وجود) دارد و در سال ۱۳۲۴ توسط بهایی جان یکی از شاعران افغانستان به نام تپه گل غندی نام گذاری شده است.

Adapted from: afghanpaper.com جشن گل ارغوان در ولایت پروان برگزار شد

CHP 5. L 2. AFTER READING

Reading Strategies

Making Connections

Think about connections that you can make as you read. Pay attention to pieces of information that relate to or remind you of your past experiences and prior knowledge. Also, think about other books, articles, movies, etc., that may have focused on a similar topic.



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	The Purple/Arghawan Flower Festival takes place in the Parwan province during the winter season.	غ
2.	Scholars, writers, and poets gather at Gol Ghandi hill in the Parwan province for the festival.	ص
3.	The festival in the Parwan province is the only formalized celebration of purple flowers in Afghanistan.	غ
4.	Gol Ghandi hill has been a popular recreational spot for hundreds of years.	ص
5.	Participating in the festival evokes fond memories for many people.	ص
6.	Due to war and insecurity, the number of celebrations has increased over the years.	غ
7.	The festival in the Parwan province attracts participants from other countries.	غ
8.	Gol Ghandi hill is situated in the east of Charikar city in the Parwan province.	غ
9.	The name "Gol Ghandi hill" was given by Abdul Jalil Sadid, the head of music of the Ministry of Information and Culture.	غ
10.	The Purple Flower Festival celebrates the diversity of floral species found in Afghanistan.	غ



Learning Activity 12. Work with a partner or alone. Read the article “Arghawan Festival” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Arghawan Festival” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. You can use an online Dari/Persian dictionary if needed. Standard Dari is used.

رسمی و تاریخی	گل ارغوان	تفریحی	بهار	مشاعره
---------------	-----------	--------	------	--------

- ۱ جشن گل ارغوان در فصل _____ برگزار میشود.
- ۲ مردم برای میله و دیدن _____ به تپه گل غندی میروند.
- ۳ میله گل ارغوان یکی از روزهای _____ افغانستان است.
- ۴ تپه گل غندی یکی از قدیمیترین محل های _____ در افغانستان است.
- ۵ در میله گل ارغوان محافل _____ هم دایر میشود.

Key:

۵	۴	۳	۲	۱
مشاعره	تفریحی	رسمی و تاریخی	گل ارغوان	بهار

CHP 5. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passages “*Red Flower Festival*” in the Introduction and *Arghawan Festival* in the previous pages of this chapter. Work with a partner or alone. Write a short email in Dari to a friend and talk about these traditions in Afghanistan. Also, discuss the significance of such events in preserving culture and unifying people. Use an online Dari/Persian dictionary to look up some words.

CHP 5. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare Afghans traditional festivals with those in your culture. What similarities and differences do you notice?

CHP 5. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to Afghans traditional festivals. In English, explain how those traditions reflect culture.



Learning Activity 18. Based on what you have learned and acquired, in English, explain why it is important to learn about holidays that other cultures and countries celebrate.

Language and Culture Note 4.

The Significance of National Festivals in Afghanistan

National festivals in Afghanistan hold immense (عظیم) cultural, social, and historical significance for the Afghan people. These festivals serve as vital platforms (بستر، زمینه) for the preservation, celebration, and transmission of Afghan cultural heritage from one generation to the next. They play a crucial role in fostering a sense of unity and national identity, bringing together diverse communities and showcasing the richness and diversity (تنوع) of Afghan traditions. National festivals provide an opportunity for Afghans to honor historical events, such as Independence Day, Victory Day, and religious observances like Eid al-Fitr and Eid al-Adha. These festivals create a shared space for individuals to come together, engage in cultural performances, traditional music and dance, and partake in festive feasts. They serve as reminders of Afghanistan's history, struggles, and triumphs, reinforcing a sense of pride, resilience, and patriotism among the Afghan people. Moreover, national festivals contribute to community bonding (پیوند جامعه), bridging divides, and strengthening social cohesion, fostering a collective spirit that transcends regional, ethnic, and linguistic differences. Overall, national festivals in Afghanistan are indispensable cultural landmarks, highlighting the vibrant cultural tapestry and deep-rooted traditions of the Afghan society.

CHP 5. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate, what celebrations worldwide have in common. And how festivals and celebrations practices have changed over time, specifically in Afghanistan. In English, write your findings in the following space:

CHP 5. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create a digital media post in Dari, supported by images, to discuss local festivals and their significance in Afghan culture. Use or refer to online resources for additional information.



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

به یک گل بهار نمی شه.

Transliteration: bah yak gal bahār namešah

Literal: One flower doesn't bring spring.

Meaning: This proverb conveys the idea that a single event or occurrence is not enough to bring about significant or lasting change. It suggests that isolated incidents or actions may have limited impact and cannot bring about a complete transformation or improvement.

CHP 5. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify Afghans' traditional games and local festivals.	
2.	I can identify local festivals and explain how they are held.	
3.	I can ask and answer questions about traditional games and entertainment.	
4.	I can explain the importance of local festivals.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

CHP 5. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 5.

Chapter Objectives:

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *entertainment and local festivals* in Afghanistan.
- Exchange information in conversations and some discussions on *entertainment and local festivals* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Tell stories about school and community events and personal experiences relevant to Afghan *entertainment and local festivals*, using a few short paragraphs, often across various time frames.
- Compare products and practices in own and other cultures related to *entertainment and local festivals* in Afghan culture.

CHP 5. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 5

Topic: Entertainment and Local Festivals in Afghanistan

Objective: To demonstrate their understanding of the Dari language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on traditional sports, entertainment, and festivals, including their evolution and cultural significance.

- **Interpretive Mode**

- Task: Read an article in Dari detailing traditional sports and entertainment in Afghanistan, changes over time, and the cultural significance of various Afghan festivals.
- Assessment:
 - Write a detailed summary in Dari, highlighting the main points of the article.
 - Compare and contrast these Afghan traditions with those of your own or another culture you are familiar with.

- **Interpersonal Mode**

- Task: Engage in a conversation with a classmate in Dari, discussing:
 - Personal experiences or knowledge about traditional sports and festivals in Afghanistan, particularly Buzkashi.
 - Opinions on the importance of understanding and respecting cultural holidays and festivals.
- Assessment:
 - Active participation in the conversation, effectively using questioning and responding skills.
 - Appropriate use of vocabulary and expressions related to sports, entertainment, and cultural festivals.

- **Presentational Mode**

- Task: Prepare and deliver a presentation in Dari on one of the following topics:
 - "The Evolution of Entertainment and Festivals in Afghanistan" focusing on how these have changed over time.
 - "The Role of Buzkashi in Afghan Society" discussing its significance in promoting community and social cohesion.
- Assessment:
 - Organizational coherence and clarity of the presentation.
 - Accurate and appropriate use of language, including vocabulary and grammar.
 - Ability to engage the audience with informative and culturally rich content.

- **Peer Review and Discussion (Post-Presentational Task)**

- Task:
 - Conduct a peer review session, offering constructive feedback on your classmates' presentations, focusing on content, language use, and presentation effectiveness.
 - Participate in a group discussion synthesizing learned information about Afghan entertainment and festivals, discussing their cultural importance and relevance in a global context.

- Assessment:
 - The quality of feedback provided, focusing on areas for improvement and strengths.
 - Active and meaningful participation in the discussion, demonstrating a comprehensive understanding of the topic.

Note to Instructor: Encourage students to explore various cultural aspects of Afghanistan, using authentic sources for a deeper understanding. The goal is to appreciate Afghan culture and improve language skills in a contextually relevant setting. Provide guidance and resources to assist students in their research, discussion, and presentation preparation.

CHP 5. VOCABULARY

English	Transliteration	دري
recreation	tafrih	تفریح
local	mahali	محلی
to go	raftan	رفتن
to walk	čakar zadan	چکر زدن
to play	bāzi kardan	بازی کردن
calf	gosay/xosay	غوسی/خوسی
dunk the ball	topdandah	توپ دنده
throwing stones	sang andāxtan	سنگ انداختن
to pass time	waxt ter kardan/waqt gazaštāndan	وخت تیر کردن / وقت گذشتاندن
hug	pālawāni/pahlawāni	پالوانی / پهلوانی
sport	sport	سپورت
hide and seek	čašm patah kār	چشم پته کان
to have fun	sātteri/sā 'at teri	سات تیری / ساعت تیری
buzkashi/goat grabbing	baz kaši	بزکشی
get to know	šnāxtan	شناختن
Nowruz	nawroz	نوروز
the side	taraf	طرف
participation	šarkat kardan	شرکت کردن
special celebration	jašn xās	جشن خاص
love	'ašq	عشق
symbol	sambol/namād	سمبول / نماد
wish/hope	ārzo/amed	آرزو / امید
people came	āmad āmad mardam	آمد آمد مردم
to go	roidan	رویدن
to set up	barpā kardan/ šadan	برپا کردن/شدن
raise up	bar afrāštan	برافراشتن
flag	jandah	جنده
Sakhi's pilgrimage	zyārat saxi	زیارت سخی
auto	xodro	خودرو
Aryans	āryāyān	آریاییان

CHAPTER SIX

فصل ششم

WORK AND PROFESSIONS

کسب او کار



LEARNING OBJECTIVES

I. NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS (From: ACTFL Website: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS 2017)

INTERMEDIATE PROFICIENCY BENCHMARK

A. Interpretive Mode: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with text that are spoken or written.

Chapter Objectives

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *work and professions* in Afghanistan.

B. Interpersonal Mode: I can participate in spontaneous spoken and written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Chapter Objectives

- Exchange information in conversations and some discussions on *work and professions* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

C. Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

Chapter Objectives

- Tell stories about school and community events and personal experiences relevant to Afghan *work and professions*, using a few short paragraphs, often across various time frames.

D. Intercultural:

- **Investigate:** In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
- **Product:** In my own and other cultures, **I can** compare products related to everyday life and personal interests or studies.
- **Practices:** In my own and other cultures, **I can** compare practices related to everyday life and personal interests or studies.

Chapter Objectives

- Compare products and practices in own and other cultures related to Afghan *work and professions*.

LESSON 1

درس اول

CAREER PLANNING -OFFICIAL JOBS

کسب او کار – وظایف رسمی

CHP 6. L 1. ESSENTIAL QUESTIONS

- How do Afghans prepare themselves for a career?
- What are the important elements in getting an official job with governmental/non-governmental institutions in Afghanistan?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Discuss the following questions with a partner about the student in the picture. Write down the main points on a piece of paper.

- What might happen next in her life?
- How are youths planning for their career in your culture?

CHP 6. L 1. FOCUS OF THE LESSON

In this lesson, you will be able to explain how Afghans prepare themselves for a career. You will also identify essential elements that affect employability in Afghanistan. The grammatical aspect of the lesson will focus on past perfect continuous tense in Dari language. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 6. L 1. Lesson Learning Checklist).

CAREER PLANNING -OFFICIAL JOBS

کسب او کار – وظایف رسمی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 6. L 1. INTRODUCTION



Learning Activity 1. Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.

Career Planning – Official Jobs

کسب و کار - کارهای رسمی

جلال | اجمل جان! ده باره (درباره) دگه (دیگر) موضوع ها (موضوعات) خو فامیدن (فهمیدم)، حالی (حالا) لطفآ د باره (درباره ای) کار پیدا کندن (کار پیدا کردن / کاریابی) و بازار کار بگو (بگویید).
اجمل | جلال جان، بسیار یک سوال خوب پرسان کدی (کردید).

تنها نیمه (۵۴ فیصد/ درصد) از جوانها (جوانان) افغان در افغانستان باسواد استن. جوانها سرمایه کشور هستن، اما متأسفانه بسیاری از جوانها (جوانان) به دلیل (بخاطر) جنگ ها و ناامنی های جاری (روان) از کشور فرار می کنن (کشور را ترک می کنند). در چنین کشوری تقاضا (ضرورت) برای آموزش و نیروی انسانی در حال افزایش (زیاد شدن) اس.

تحصیل در افغانستان از مکاتب ابتدایی شروع (آغاز) می شه (می شود) و تا تحصیلات متوسطه و عالی دوام می کنه (ادامه می یابد). پس از تکمیل کردن صنف دوازده، شاگردها (دانش آموزان) میتانن (می توانند) در امتیان (امتحان) ورودی پوهنتون (دانشگاه) به نام کانکور شرکت کنن. ای (این) امتحان در سال ۱۹۶۶ بوجود آمد. شاگردهایکه (دانش آموزانی) د امتحان ناکام می شن (می شوند) باید پس از یک سال دوباره ده (در) امتحان شرکت کنن. شاگردها اجازه دارن که فقد دو بار در طول عمر خود د ای (در این) امتیان (امتحان) شرکت کنن.

بسیاری شاگردها فقط بر (برای) گرفتن دیپلوم به پوهنتون (دانشگاه) میرن (می روند). شاگردها به دلایل زیادی نمی توانن شغلی ره به اساس مهارت ها و علاقه خود تعقیب (دنبال) کنن و ده (در) عوض مجبور می شن (میشوند) رشته هایی را بخوانن (بخوانند) و تعقیب کنن که با توانایی ها و علاقه یشان سازگار نیس.

به اساس یک تحقیق (نورا و وانی، ۲۰۲۲)، ۴۴ فیصد (درصد) از شاگردها (دانشجویان) در رشته های خارج از رشته تحصیلی خود کار میکنن (شاغل استند) و تقریباً ۱۷ فیصد (درصد) از شاگردهای فارغ التحصیل بیکار هستن. بسیاری از افغان ها فکر میکنن که فرصت های شغلی خوبی وجود نداره. آنها پریشان (نگران) رقابت د بازار کار هستن. آنها معتقدند که آگهی استخدام فقط برای تشریفات اس. بر (برای) کسانی که ارتباطات شخصی یا واسطه ای ندارن، کار پیدا کردن آسان نیس. زبان انگلیسی برای فرصت های شغلی بسیار مهم اس.

جلال | بسیار جالب، خیر ببینی!

خوایش (خواهش) میکنم.

Source: [Linkage Between Imposed Career Study, Career Planning, and Employability Perceptions Among Higher Education Students: An Empirical Investigation of Afghanistan / Zenodo](#)

اجمل

Language and Culture Note 1.

Afghanistan's Economy

Afghanistan's economy (اقتصاد) and job market (نمو کردن) grew quickly between 2001-2021 when an internationally backed government (حکومت) was in power. However, after the Taliban overrun (حاکمیت) Afghanistan in August 2021, the country faced a significant brain drain. Most government employees and skilled workers (کاربران) left the country due to ongoing conflict (درگیری مداوم جنگ) and insecurity. In addition, the Taliban ordered female employees to stay home. This situation caused a major lack of skilled labor in the market.

Source: [Linkage Between Imposed Career Study, Career Planning, and Employability Perceptions Among Higher Education Students: An Empirical Investigation of Afghanistan | Zenodo](#)

CHP 6. L 1. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري	
official job	kār rasmi/wazifah rasmi	کار رسمی/وظیفه رسمی	۱
topics/subjects	mozo'āt	موضوعات	۲
to find a job	kār paydā kardan	کار پیدا کردن	۳
literacy	sawād	سواد	۴
wealth	dārāi	دارایی	۵
to escape	farār kardan	فرار کردن	۶
work force	neroekār	نیروی کار	۷
to complete	takmil kardan	تکمیل کردن	۸
examination	amtahān/āzmun	امتحان / آزمون	۹
fail/unsuccessful	nākām	ناکام	۱۰
in lifetime	dar tul 'mr	در طول عمر	۱۱
skills	mahārat	مهارت	۱۲
profession	maslak	مسلک	۱۳
to graduate	farāḡat	فراغت	۱۴
to compete	raqābat kardan	رقابت کردن	۱۵

Listening Strategies

Synthesizing Information

To better understand the passage, it is crucial to put together information from different sources, for example, from what you have been exposed to in the textbook and other sources, including online journals and articles. In the previous passage, much information about different aspects of Afghans' life has been provided. Look up some information to enhance your background information and develop your critical thinking skills.



Learning Activity 3. Match the meanings of the colloquial words and phrases.

job	کار / وظیفه
literacy	سواد
work force	نیروی کار
exam	امتحان
fail	ناکام
profession	مسلک
skill	مهارت
graduation	فراغت
competition	رقابت
to finish	تکمیل کردن



Learning Activity 4. Define the following Dari words.

to flee	فرار کردن
exam	آزمون
profession	مسلک
job	وظیفه
competition	رقابت
to finish	تکمیل کردن



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 6. L 1. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The article is about the job market in Afghanistan.	ص
According to the article, almost half of youths are illiterate in Afghanistan.	ص
All high school graduates must pass a national exam in order to enter universities.	ص
According to the passage, if a student fails, they have only one more chance in their lifetime to attempt the national exam.	ص
The job market currently (2023) is very strong in Afghanistan.	غ
Most students get jobs that are aligned with their field of study.	غ
Afghanistan is currently (2023) facing a lack of skilled labor due to brain drain.	ص
According to the passage, less than 44% of youths work in field of study.	ص
Most Afghans are pessimistic about the current job market in Afghanistan.	ص
According to the passage, it is not what you know, but who you know.	ص



Language and Culture Note 2.

Education vs. Career

In Afghanistan, it is common for students (شاگردان) not to select a field (ساحه) of study based on their skills and interests. Students are selected in different (مختلف) colleges based on their scores on the national (kāankor) exam. The preferred disciplines (انضباط) are medicine, engineering, computer science, economics, and law (قانون). The less preferred disciplines are midwifery, psychology, fine arts, different literature languages, environmental studies, etc. If a student's score is not high enough to enter the "top" colleges, they are offered to join the less preferred ones. If the student decides not to accept the offer, they must (باید) wait one full year before they reattempt (دوباره کوشش کردن) the exam. This is one of the reasons that, in most cases, students do not work in the field of their study.

Source: [Linkage Between Imposed Career Study, Career Planning, and Employability Perceptions Among Higher Education Students: An Empirical Investigation of Afghanistan | Zenodo](#)

CHP 6. L 1. DIRECT INSTRUCTION

Past Perfect Continuous Tense

Similar to the present perfect continuous tense, the past perfect continuous tense holds a distinct significance. denotes an action that started in the past, continued in the past, and also ended at a certain point in the past. For example, *I had been working at the restaurant for two years when I got the promotion.* وقتیکه ترفیع گرفتم دو سال در رستوران کار کرده بوده ام.

Please note that the formation of the past perfect continuous tense relies on the past participle. In Dari, this tense is created by combining the personal copulas with the past participle of the main verb, always followed by the past participle of the verb "to be," which is **بوده** (budah). The sentence is completed with present form of the verb "to be," conjugated based on the pronoun.

She had eaten.	او خورده بوده است.
We had seen.	ما دیده بوده ایم.
They had heard.	آنها شنیده بوده اند.
Ahmad has seen his mother.	احمد مادرش را دیده بوده است.
Someone had come to our house without having informed us.	کسی به خانه ما آمده بوده است، بدون اینکه ما را خبر داده باشد.

In colloquial Dari, the third copula is omitted.

She had eaten.	او خورده بوده.
We had seen.	ما دیده بودیم.
They had heard.	آنها شنیده بودن.
Ahmad has seen his mother.	احمد مادرش را دیده بوده.
Someone had come to our house without having informed us.	کسی به خانه ما آمده بوده، بدون اینکه ما را خبر داده باشد.

In specific instances, this mood is replaced with the present perfect tense, especially when using the verb "to be." It is important to note that this substitution may differ from how this tense operates in English. See the example below:

Standard	Colloquial
رئیس قبلی رئیس بهتری بوده است. The previous boss had (had) been a better boss.	رئیس قبلی رئیس بهتری بوده. The previous boss had (had) been a better boss.
مدیر قبلی کار های بهتری کرده بوده است. The previous boss had (had) been a better boss.	مدیر قبلی کار های بهتری کرده بوده. The previous manager had (had) done a better job.



Learning Activity 6. Complete each sentence using the past perfect continuous tense. Use standard Dari.

She had been studying all night before the exam.	۱. تمام شب قبل از امتحان درس _____.
They had been preparing dinner before we arrived.	۲. قبل از رسیدن ما در حال آماده کردن شام _____.
She had been practicing painting for five years before she had become a professional painter.	۳. او پنج سال در حال تمرین نقاشی _____ قبل از اینکه به نقاش حرفی تبدیل شود.
The have heard the news.	۴. آنها خبر را _____.
Jamila had come here without having left any messages.	۵. جمیله با اینجا _____ بدون اینکه پیغامی گذشته باشد.

Key:

۵	۴	۳	۲	۱
آمده بوده است	شنیده بوده اند	بوده است	بوده اند	خوانده بوده است



Learning Activity 7. Complete each sentence using the past perfect continuous tense. Use Colloquial Dari.

She had been studying all night before the exam.	۱. تمام شب قبل از امتحان درس _____.
They had been preparing dinner before we arrived.	۲. قبل از رسیدن ما در حال آماده کردن شام _____.
She had been practicing painting for five years before she had become a professional painter.	۳. او پنج سال در حال تمرین نقاشی _____ قبل از اینکه به نقاش حرفی تبدیل شود.
The have heard the news.	۴. آنها خبر را _____.
Jamila had come here without having left any messages.	۵. جمیله با اینجا _____ بدون اینکه پیغامی گذشته باشد.

Key:

۵	۴	۳	۲	۱
آمده بوده	شنیده بودن	بوده	بودن	خوانده بوده



Learning Activity 8. First, create a short story using past perfect continuous tense. Second, use [Vocaroo | Online voice recorder](#) to record yourself reading the story. Then, share the link with your teacher or classmate for feedback. Look up some words using online Dari/Persian dictionaries.

Language and Culture Note 3.

Relationship Building

Afghanistan culture is more relationship oriented. People complete their transactions more easily and quickly if they know someone. They also depend on their networks to get a job. Although an applicant might be a suitable fit for a position, the job is mainly offered to an applicant with connections. The hiring committee also considers loyalty crucial and will most probably offer the job to someone whom they know and trust.

CAREER PLANNING -OFFICIAL JOBS

کسب او کار – وظایف رسمی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 6. L 1. ESSENTIAL QUESTIONS

- What are the challenges and impact of corruption in the process of career planning and obtaining employment in Afghanistan?



Learning Activity 9. Look at the picture and answer the following questions.

- What story does the picture tell in the context of the content covered so far?
- What are some common practices in your culture to get a job besides being qualified?

Reading Strategies

Connecting with the Topic

Read the title and consider the information you will encounter in the passage. The title usually presents the topic of the reading. Relating to the topic by connecting your interests and experience is also essential. This approach will keep you focused and help you better comprehend the information.

CHP 6. L 1. READING



Learning Activity 10. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary. Standard Dari is used.

Administrative Corruption

فساد اداری از مشکلات اساسی حکومت افغانستان

معمولاً فرهنگ کاریابی (کار پیدا کردن) در افغانستان تحت (زیر) تأثیر عوامل مختلفی از جمله فساد و سایر (دیگر) موانعی (مشکلات) است که افغانها اغلب (زیادتر) با آن روبرو (مقابل) استند.

نقش فساد: فساد یک موضوع دیرینه (قدیمی) در افغانستان بوده و تأثیر قابل توجهی (زیاد) بر بازار کار داشته است. در بسیاری از موارد (بخش ها)، شناخت افراد (اشخاص) مناسب یا داشتن ارتباط با مقامات بانفوذ (با قدرت) می تواند به طور قابل توجهی (زیادی) شانس (چانس) کسب شغل (کار گرفتن) را افزایش دهد (زیاد کند). این روش، که به «نیوتیسم» یاد میشود، انتخاب بر اساس شایستگی (لیاقت) را ضعیف (کم) میسازد و باعث ناامیدی در بین کارجویان واجد شرایط می شود.

رشوه خواری: متأسفانه رشوه دادن راهی برای تسریع (سرعت بخشدن) یا تضمین (گرانتی) اشتغال (کار) شناخته شده است. رشوه خواری فساد را تقویت می بخشد (زیاد میسازد) و سیستمی ناعادلانه ایجاد می کند (بوجود می آورد) که به ضرر کسانی است که توانایی پرداخت (دادن) رشوه را ندارند.

فرصت های محدود (کم): بازار کار در افغانستان به دلیل جنگ های دوامدار، بی ثباتی سیاسی و اقتصاد ضعیف با چالش های زیادی مواجه (روبرو) است. این عوامل به محدودیت (کم ساختن) فرصت های شغلی (کاریابی)، بخصوص در بخش های خاص کمک می کند.

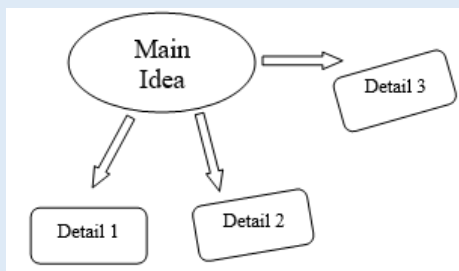
ایجاد شبکه ها و ارتباطات حرفه ای می تواند در بازار کار افغانستان مفید باشد. پیوستن (یک جا شدن) به انجمن (سازمان) های حرفه ای و استفاده از پلتفرم های رسانه ای اجتماعی می تواند در پیدا کردن کار کمک کند.

CHP 6. L 1. AFTER READING

Reading Strategies

Using a Graphic Organizer

As explained in earlier lessons, using graphic organizers helps you to visualize the organization of ideas in a passage. Draw a graphic organizer and identify the relationships between ideas.



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

	Statement جمله	True صحيح / False غلط
1	The employment culture in Afghanistan is influenced by various factors, including corruption and other obstacles that Afghans often face.	ص
2	Corruption has been a long-standing issue in Afghanistan and has had a significant impact on the labor market.	ص
3	Having connections can increase the chance of getting a job in Afghanistan.	ص
4	Nepotism is a common practice in Afghanistan.	ص
5	Some use bribery to expedite or secure employment in Afghanistan.	ص
6	Bribery fosters corruption in the Afghan job market.	ص
7	Bribery creates an unfair system that disadvantages the less wealthy.	ص
8	The labor market in Afghanistan faces many challenges due to ongoing wars, political instability, and a weak economy.	ص
9	Afghanistan has limited job opportunities, particularly in certain sectors.	ص
10	Creating networks and professional connections is valuable in the Afghan labor market to expand job opportunities.	ص



Learning Activity 12. Work with a partner or alone. Read the article “Administrative Corruption” and complete the following table by writing the part of speech. See the examples:

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Administrative Corruption” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. Standard Dari is used.

رشوه	ارتباط	ضعیف	فساد	نیوتیسم
------	--------	------	------	---------

۱ بعضی از مشکلات به شمول _____، کاریابی را در جامعه افغانستان مشکل ساخته است.

۲ در بسیاری حالات، کسانی که کار می پالند باید با اشخاص با نفوذ _____ داشته باشند.

۳ _____ در افغانستان مروج است.

۴ بسیاری وقت ها افغانها _____ می دهند تا کار شان زود تر انجام شود.

۵ بی ثباتی سیاسی و اقتصاد _____ مشکل مردم را در قسمت کاریابی زیاد ساخته است.

Key:

۵	۴	۳	۲	۱
ضعیف	رشوه	نیوتیسم	ارتباط	فساد

CHP 6. L 1. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passage “*Career Planning – Official Jobs*” in the Introduction. Work with a partner or alone. Write a short email in Dari to a friend and talk about these practices in Afghanistan. Also, mention if anything in the passage has surprised you. Use an online Dari/Persian dictionary to look up some words.

CHP 6. L 1. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare Afghans customs in tradition related to *career planning* with those in your culture. What similarities and differences do you notice?

CHP 6. L 1. EVALUATING



Learning Activity 17. Select 2-3 practices related to *career planning* in Afghanistan. Explain how those traditions reflect culture. In English, describe below.



Learning Activity 18. Based on what you have learned and acquired, in English, explain the important elements in getting an official job with governmental/non-governmental institutions in Afghanistan.

Language and Culture Note 4.

Childhood – a Full-time Job

In Afghanistan, childhood (طفولیت) is often a full-time job, and for many, school is not an option. Although (اگر چه) the country has a law preventing child labor, at least ¼ of Afghan



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children work in order to provide for their families. Young children between the ages of 8-17 are involved with heavy (سخت/دشووار) physical labor work with extended hours. In most cases, they must wake up (بیدار شدن) early in the morning (5:00 AM) to start work. Even children as young as 6 years old work in brickmaking, carpet weaving, construction, mining, and farming. Some are also involved in collecting garbage (کثافات) or selling trinkets on the street.

Source:

[Many Afghan kids have to work to help their families survive – The Washington Post](#)
[In Afghanistan, childhood is often a full-time job – Los Angeles Times \(latimes.com\)](#)

CHP 6. L 1. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate how youths plan for their career in Afghanistan and what factors influence their decisions. In English, write your findings in the following space:

CHP 6. L 1. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create an informational sheet in Dari language and explain effective career planning practices in Afghanistan. Refer to online resources for further help.



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

مربی داری، مربا بخو (بخور).

Transliteration: marabi dāri marabā baxo.

Literal: If you have an instructor (teacher, leader), you eat the jam.

Meaning: The proverb “eating jam” represents a desirable life filled with plenty and enjoyment. It suggests that to achieve this life, one should learn from an experienced instructor who can show them how to attain it.

CHP 6. L 1. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify common important elements in getting a job in Afghanistan.	
2.	I can explain how Afghans prepare themselves for a career.	
3.	I can ask and answer questions about career planning.	
4.	I can explain challenges that may impact employability in Afghanistan.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

LESSON 2

درس دوم

SELF-EMPLOYMENT

کاروبار شخصی

CHP 6. L 2. ESSENTIAL QUESTIONS

- What jobs and careers are available in rural areas to meet individual and societal needs of Afghans?
- What factors and special skills need to be considered when selecting and preparing for employment or career paths for future success?



Discuss the following questions with a partner about the student in the picture. Write down the main points on a piece of paper.

- Does the picture tell a story?
- How are youths planning for their career in your culture?

CHP 6. L 2. FOCUS OF THE LESSON

In this lesson, you will be able to explain what jobs and careers are available in rural areas. You will also identify essential elements that affect employability in Afghanistan. The grammatical aspect of the lesson will focus on conditional clauses in Dari. The first part of the lesson focuses on colloquial Dari, while the second part covers standard Dari.

* To see a detailed list of skills you will acquire, refer to the Can-Do Statements list found at the end of lesson (CHP 6. L 2. Lesson Learning Checklist).

SELF-EMPLOYMENT

کاروبار شخصی

I. COLLOQUIAL LANGUAGE

۱. زبان عامیانه

CHP 6. L 2. INTRODUCTION

- 🎧 **Learning Activity 1.** Listen to the following passage. As you follow along with the text, think about some cultural practices that might be different from your culture. Circle the words/phrases that you do not understand. The standard form of some words is provided inside the brackets.



Career Planning – Jobs in Rural Areas

کسب او کار – مشاغل در مناطق روستایی

خالده	جميله جان، ده باري (درباره) کار و وظايف مناطق شاري (شهري) مي فامم (مي فهمم). لطفاً د باري (درباره) کسب و کار مردم ده قريه ها و دهات بگو.
جميله	خالده جان، ده (در) دهات مردم زيادتر د (در) کار هاي شخصي مصروف (مشغول) استن. تقريباً ۷۰-۸۰ فيصد (در صد) مردم مالداري و زمين داري مي کنن. زراعت و مالداري مهمترين منبع کار د افغانستان اس. جوان هاي زياد در اين بخش کار ميکنن. بعضي شان کارگران بي مزد (بدون تنخواه) استن.
خالده	زنه چطور؟ آيا آنها هم بيرون از خانه کار مي کنن؟
جميله	بلي، زنه هم خارج از خانه کار ميکنن، مگم (مگر) سطح شرکت آنها ۲۹ فيصد کم اس. تقريباً ۶۰ فيصد خانم ها د بخش سکتور مالداري مصروف کار استن.
خالده	آنها تنخواه مي گيرن؟
جميله	د هر پنج کارگر زن د قريه جات، چهار نفر شان کارگران بي معاش استن. د اي (در اين) مقايسه، از هر پنج کارگر مرد، يکي شان بدون معاش کار ميکنه.
خالده	بسيار جالب، خير ببيني!
جميله	پروا نداره.

Language and Culture Note 1.

Agriculture Sector in Afghanistan

Agriculture (زراعت) has traditionally contributed to a large portion (بخش) of Afghanistan's economy. Between 70-80 percent of Afghans work on farms (فارم), and 61 percent of all household income comes from agriculture. Unfortunately (بدبخته), continued war and infighting in Afghanistan have destroyed most agricultural infrastructure. In the 1970s, before the war (جنگ), the country was a lead global supplier of horticultural products (e.g., wheat, rice, corn, barley, etc.), accounting for 48 percent of exports (Yousufi 2016, 36–42).

CHP 6. L 2. VOCABULARY PREPARATION



Learning Activity 2. Review the words and try to learn them. To hear the audio and for more practice, use the flashcards activity. Remember that some words are pronounced differently depending on whether they are used in colloquial and standard language. In cases where there is a difference, the colloquial term is provided first, followed by the standard equivalent (**bold**).

English	Transliteration	دري
private job	kār šaxsi	۱ کار شخصی
busy	masruf/mašğul	۲ مصروف / مشغول
animal breeding	māldāri	۳ مالداري
agriculture	zarā't	۴ زراعت
source	manba'	۵ منبع
salary	ma'aš/tanxwāh/mazd	۶ معاش / تنخواه / مزد
labor	kārgar	۷ کارگر
farmer	dahqān	۸ دهقان
level	sath	۹ سطح
sector	saktor	۱۰ سکتور
watching	nazārat	۱۱ نظارت
compare	maqāyasah	۱۲ مقایسه
only	tanhā	۱۳ تنها
information	ma'lumāt	۱۴ معلومات
animal	māl/mawāši	۱۵ مال / مواشی

Listening Strategies

Connecting to the Topic

Before listening to the passage, look up the topic and develop some background information about it. After listening, continue to engage with the subject. Focus on stressed words and pay attention to repeated terms and pauses. It is also essential to consider some questions while listening to the passage. This will help you better focus and understand the information.



Learning Activity 3. Match the meanings of the words and phrases. The standard words are in **bold** (if they are different from their colloquial forms).

private job	کار شخصی
animals	حیوانات / مواشی
farmer	دهقان
animal breeding	مالداری
source	منبع
salary	معاش
watching	نگهداری / نظارت
labor	کارگر
compare	مقایسه
agriculture	زراعت



Learning Activity 4. Define the following Dari words.

agriculture	زراعت
animal breeding	مالداري
sector	سکتور
animal	حيوان
farmer	دهقان
labor	کارگر



Understanding the Listening



Learning Activity 5. Listen to the same passage at the beginning of the lesson (CHP 6. L 2. INTRODUCTION) and answer the following T/F questions. Write غ for false and ص for true statements.

Statement جمله	True صحیح / False غلط
The article talks about typical jobs that people have in rural areas.	ص
The first speaker already knows about the types of jobs in urban areas.	ص
Agriculture and livestock account for more than 70 percent of jobs in Afghanistan.	ص
Most farmers are young Afghans.	ص
Most farmers are older people.	غ
The percentage of women in the agriculture sector is more than men.	غ
Agriculture and livestock are the most important sources of income and employment.	ص
People who work in the agriculture industry are all paid workers.	غ
The percentage of women who receive wages is more than men.	غ
The percentage of men who receive wages is more than women.	ص

Language and Culture Note 2.

The Elements of Agriculture Production

Land, water, seed, animal (حيوان) or mechanical power, and human (انسان) labor are the agriculture production (توليد) elements in Afghanistan. In most cases, farmers do not own the land. The landowner supplies the first four elements; farmers contribute the last element (human labor) and receive one-fifth of the resulting crops. This means the individual who plows, plants, weeds, tents, reaps, and winnows the crop receives only one-fifth for labor. These farmers (دهقانان) have to manage to support their families with “one-fifth” of the crops.

CHP 6. L 2. DIRECT INSTRUCTION

Conditional Clauses in Dari

Conditional clauses, also known as conditional sentences or if-clauses, are grammatical constructions used to express a condition or hypothetical situation and the potential consequence or result that would follow if that condition were fulfilled. They allow speakers or writers to describe various possibilities, assumptions, or outcomes based on specific conditions. Here are the main types of conditional clauses in Dari:

- **Present Conditional:** This type of conditional clause is used to express a condition that is possible and likely to happen in the present or future. It is formed by using the present tense in both the conditional clause and the main clause. The conditional marker 'اگر' agar (if) is commonly used to introduce the conditional clause. The verb in the conditional clause is formed by adding 'ba / ب' to its present stem and then conjugating it according to the pronoun. See below how the verb 'to go' (رفتن) is used in a conditional clause:

English	Complete Form	Personal Ending	Prefix ba (ب)	Present Stem	Infinitive
I go	بروم	من - م	برو	رو	رفتن
we go	برویم	ما - یم			
you go	بروی	تو - ی			
you go	بروید	شما - ید			
s/he go	برود	او - د			
they go	بروند	آنها - ند			

Note: in the following examples, the first statement is in colloquial Dari.

If you go to Kabul, I will be sad.

اگه کابل بری، مه دق میشم.
اگر شما کابل بروید، من دق میشوم.

If I go to Kabul, you will be sad.

اگه مه کابل برم، تو دق میشی.
اگر من کابل بروم، تو دق می شوی.

If we go to Kabul, he will be sad.

اگه ما کابل بریم، او دق میشه.
اگر ما کابل برویم، او دق می شود.

If they go to Kabul Khalida will be sad.

اگه وا کابل برن، خالده دق میشه.
اگر آنها کابل بروند، خالده دق میشود.

- **Past Conditional:** This type of conditional clause is used to express a hypothetical condition in the past. It is formed by using the past tense in the conditional clause and the present subjunctive (or conditional) form in the main clause. The conditional marker "agar" is also used. The verbs are formed by adding 'may / می' to their past stem and then conjugating it according to the pronoun. See below how the verb 'to study (درس خواندن)' is used in a conditional clause. The examples are provided in standard Dari.

English	Complete Form	Personal Ending	Prefix may (می)	Present Stem	Infinitive
I study	درس می خوانم	من - م	درس می خواند	درس خواند	درس خواندن
we study	درس می خواندیم	ما - یم			
you study	درس می خواندی	تو - ی			
you study	درس می خواندید	شما - ید			
s/he study	درس می خواند	او - د			
they study	درس می خواندند	آنها - ند			

اگر شما درس می خواندید، در امتحان کامیاب می شدید. If you studied, you would pass the exam.

اگر من درس می خواندم، در امتحان کامیاب می شدم. If I studied, I would pass the exam.

اگر ما درس می خواندیم، در امتحان کامیاب می شدیم. If we studied, we would pass the exam.

اگر آنها درس می خواندند، در امتحان کامیاب می شدند. If they studied, they would pass the exam.



Learning Activity 6. Complete the following sentences using present conditional. Standard Dari is used.

۱ اگر تو به مهمانی _____، من هم _____ (رفتن، رفتن). If you go to the party, I will go too.

۲ اگر او وقت _____، به تو _____ (داشتن، کمک کردن). If he has time, he will help you.

۳ اگر ما باران را _____، _____ (دیدن، خوشحال شدن). If we see rain, we will be happy.

۴ اگر به من پول _____، یک موتر _____ (دادن، خریدن). If you give me money, I will buy a car.

۵ اگر آنها _____، _____ (درس خواندن، کامیاب شدن). If they study, they will pass.

Key:

۵	۴	۳	۲	۱
درس بخوانند، کامیاب میشوند	بدهی، میخرم	ببینیم، خوشحال می شویم	داشته باشد، کمک می کند	بروی، میروم



Learning Activity 7. Complete the following sentences using past conditional. Standard Dari is used.

- ۱ اگر تو به مهمانی _____، من هم _____ (رفتن، رفتن).
If you had gone to the party, I would have gone too.
- ۲ اگر او وقت _____، به تو _____ (داشتن، کمک کردن).
If he had time, he would have helped you.
- ۳ اگر ما باران را _____، _____ (دیدن، خوشحال شدن).
If we had seen rain, we would have been happy.
- ۴ اگر به من پول _____، یک موتر _____ (دادن، خریدن).
If you had given me money, I would have bought a car.
- ۵ اگر آنها _____، _____ (درس خواندن، کامیاب شدن).
If they had studied, they would have passed.

Key:

۵	۴	۳	۲	۱
درس میخواندند، کامیاب میشدند	میدادی، میخریدم	می دیدیم، خوشحال می شدیم	می داشت، کمک می کرد	میرفتی، میرفتم



Learning Activity 8. Create 4-5 sentences using present and past conditional clauses.

Use [Vocaroo | Online voice recorder](#) to record yourself reading the sentences. Then, share the link with your teacher or classmate for feedback. Look up some words using online Dari/Persian dictionaries.

Language and Culture Note 3.

Non-Farm Sector and Gender Gap in Labor Force

Although the agriculture sector is Afghanistan's primary (اولی) employment and income (درآمد), the business sector has dominated in recent years. Family-based, small-scale trade activities (فعالیت ها) and retail trade, including shopkeeping activities, have contributed to sources of employment in Afghanistan. More people (مردم) also work in construction jobs.

As indicated elsewhere, the Afghan work focus is male-dominated, and the female (زنانه) participation rate is meager. Seven out of ten workers are men, reflecting strong gender-based differences in labor (مزدور) force participation. This gap is greater in urban areas where one out of five women participate in the labor force. This information is based on a report published in 2010 when the internationally (جهانی) backed government was in power (2001-2021). With the return of the Taliban to power in August of 2021, the role of women in the Afghan labor market further marginalized (حاشیه).

Source: Government of Afghanistan, Ministry of Education (2010) "National Education Strategic Plan for Afghanistan 1389- 1393 (2010-2014)"

SELF-EMPLOYMENT

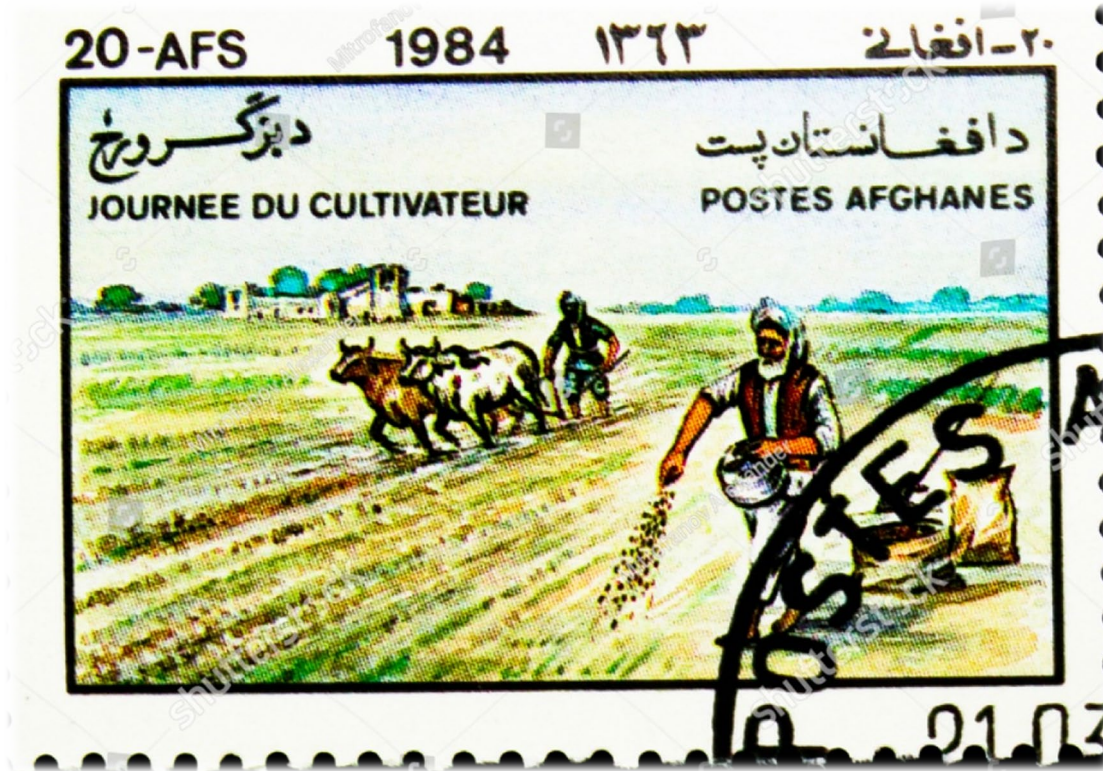
کاروبار شخصی

II. STANDARD LANGUAGE

۲. زبان رسمی

CHP 6. L 2. ESSENTIAL QUESTIONS

- What are the key challenges and opportunities for the development of Afghanistan's agriculture sector?



Learning Activity 9. Look at the picture and answer the following questions.

- What story does the picture tell?
- What are some common practices in your culture that farmers use?

Reading Strategies

Determine Importance

Focus on the big idea. So what? Find big ideas and why they are important. Look for explanations. Use your background information to connect the dots and understand the relationship between events, practices, and other sorts of information provided in the passage. This approach will keep you focused and help you better understand the information.

CHP 6. L 2. READING



Learning Activity 10. Read the following text. As you read, think about the information that surprises you. For scaffolding, synonyms of some words have been provided inside brackets. You can also look up words using a Dari/Persian online dictionary. Standard Dari is used.

Afghanistan's Agriculture Sector

سکتور زراعت

۲۴ قوس ۱۳۹۹ خیر الله خیر خواه

افغانستان کشور زراعتی است و تقریباً ۸۰ – ۸۵ درصد (فیصد) جمعیت (مردم) آن در بخش زراعت و مالداري مشغول (مصرف) اند. با این حال سهم این جمعیت در تولیدات ملی کمتر از ۲۷ درصد است. قسمت اعظم (بررگ/زیاد) مواد غذایی و سایر (دیگر) مواد ضروری مردم از خارج وارد (داخل) می‌شود.

ناقص (خراب) بودن سیستم زمین داری، توزیع (تقسیم کردن) غیر عادلانه زمین، سطح پایین سرمایه گذاری، پایین بودن عاید (درآمد/معاش) کشاورزان (دهقانان/بزرگان)، عدم (نبود) استفاده از تکنولوژی مدرن (پیشرفته)، عدم استفاده (استفاده نکردن) از تخم‌های اصلاح شده و ادویه جات (دواها) ضد حشرات و آفات (بدبختی های طبیعی)، عدم موجودیت (نبودن) تسهیلات (امکانات) کرایت (قرضه) برای دهقانان، نبود سیستم آبیاری منظم (درست) و وابسته گی قسمت زیاد تولیدات زراعتی به باران، نبود سیستم حمل و نقل (ترانسپورت) منظم و عدم موجودیت زیربناها در سکتور (بخش) زراعت باعث شده است تا این سکتور ضعیف باقی بماند. این در حالی است که قسمت اعظم (زیاد) صادرات افغانستان را محصولات (پیداوار) زراعتی تشکیل می‌دهد (می‌سازد). لذا (بناً) به هر اندازه (قدر) که محصولات زراعتی محدود (کم) باشد، به همان اندازه صادرات نیز کم خواهد بود.

Adapted from: [8am.media](#) (بخش اول - اقتصاد افغانستان: راهکارهای خودکفایی | روزنامه ۸صبح)

CHP 6. L 2. AFTER READING

Reading Strategies

Using a T-Chart

A T-chart is another type of graphic organizer. It will help you to compare two things by writing them on each side of the chart. Then review the information on both sides of the T and write a conclusion or summary of the topic.

For example, you can organize information to Facts and Opinions.

Fact	Opinion



Understanding the Reading



Learning Activity 11. Check your understanding by choosing whether the following statements are true/صحيح (ص) or false/غلط (غ). You can look up some words using an online Dari/Persian dictionary.

Statement جمله		True صحيح / False غلط
1.	About 80-85% of Afghans work in the agriculture and livestock industry	ص
2.	The agriculture industry consists of over 27% of the nation's production.	غ
3.	Most of the food and essentials in Afghanistan are imported from abroad.	ص
4.	The land tenure system in Afghanistan is complete and well-established.	غ
5.	The distribution of land in Afghanistan is fair and equitable.	غ
6.	Farmers in Afghanistan have high levels of income.	غ
7.	Modern technology is widely used in Afghan agriculture.	غ
8.	Modified seeds and spices are prevent against pests in Afghan agriculture.	غ
9.	Credit facilities for farmers are readily available in Afghanistan.	غ
10.	Afghanistan has a well-established and reliable irrigation system.	غ



Learning Activity 12. Work with a partner or alone. Read the article “Afghanistan Agriculture Sector” and complete the following table by writing the part of speech.

Singular Noun	Plural Noun	Pronoun	Verb (Infinitive)	Adjective	Pre/ Postposition



Learning Activity 13. Finding the Main Idea

Work with a partner or alone and write in Dari the main idea of the reading “Afghanistan Agriculture Sector” in your own words.



Learning Activity 14. Building Vocabulary

Work with a partner or alone. Fill in the blanks using the words from the box. Each word is used once. Make sure to use the correct form of the words. You can use an online Dari/Persian dictionary if needed. Standard Dari is used.

کشاورزی	زراعتی	تولیدات	قوی	مواد غذایی
---------	--------	---------	-----	------------

۱ افغانستان کشور _____ است.

۲ افغانستان بیشتر _____ خود را از خارج وارد می کند.

۳ سطح _____ و زمین داری در افغانستان بسیار پایین است.

۴ قسمت بزرگ _____ زراعتی وابسته به باران است.

۵ زیربنا های زراعتی در افغانستان _____ نیستند.

Key:

۵	۴	۳	۲	۱
قوی	تولیدات	کشاورزی	مواد غذایی	زراعتی

CHP 6. L 2. APPLYING KNOWLEDGE



Learning Activity 15. Refer to the passages in this lesson. Work with a partner or alone. Write a short email in Dari to a friend and talk about these traditions in Afghanistan. Also, discuss the significance of such events in preserving culture and unifying people. Use an online Dari/Persian dictionary to look up some words.

CHP 6. L 2. ANALYZING

Comparing Cultural Perspectives



Learning Activity 16. In English, compare Afghan customs related to *self-employment* in rural areas with those in your culture. What similarities and differences do you notice?

CHP 6. L 2. EVALUATING



Learning Activity 17. Select 2-3 practices related to *self-employment*. Explain how those traditions reflect culture. In English, describe below.



Learning Activity 18. Based on what you have learned and acquired, in English, explain what jobs and careers are available in rural areas to meet the individual and societal needs of Afghans?

Language and Culture Note 4.

Livestock in Afghanistan

According to a report (به اساس راپور) by the Food and Agriculture Organization (FAO) in 2003, the years of drought and war in Afghanistan has seriously reduced herds. Livestock production is a significant source of income and food (نان/غذا) for many Afghan farmers and their families. For some, like Kochi nomads, it is the only source of income. The report shows that drought has increased the number of families without livestock (مواشی) from 11.4 to 14.4 per community. In addition to cattle, the number of oxen has also decreased. Oxen are used as a major source of farm power for plowing, transport, and threshing. Not having enough (کافی) oxen can affect farming.



Additionally, Afghanistan imports (وارد کردن) animals from neighboring countries to deal with the shortage. However, these animals can spread infectious diseases without adequate veterinary control.

Source: [FIRST-EVER LIVESTOCK CENSUS IN AFGHANISTAN | UN Press](#)

CHP 6. L 2. CRITICAL THINKING



Learning Activity 19. Research on the internet or brainstorm with a classmate how youths plan for their career in rural Afghanistan. What factors do they consider and how those factors are similar or different from your culture? In English, write your findings in the following space:

CHP 6. L 2. CREATING



Learning Activity 20. Based on what you have learned and acquired so far, create an informational chart to write about the similarities and differences between self-employment in rural Afghanistan and that of your own community. Use images to enhance your presentation.

شهر من	افغانستان



Learning Activity 21. Work with a partner or alone and think about a proverb in your native language that may have a similar meaning. Write it down in the space below.

متل دری

DARI PROVERB

شد اوی (آبی)، نشد للمی.

Transliteration: šad awi/ābi našad lalmi.

Literal: If it is not done by regular water [fine], [otherwise we have] rainwater.

Meaning: This saying is commonly used by farmers who use two sources of water for irrigation: rivers, wells, rain, etc. Native speakers frequently employ this saying to emphasize the availability of a second option.

CHP 6. L 2. LESSON LEARNING CHECKLIST

Check off the skills you have acquired and consider how you can continue to work on the skills that are not yet acquired.

Can-Do Statement		Achieved
1.	I can identify typical jobs people do in rural areas of Afghanistan.	
2.	I can describe special skills needed to be considered when selecting and preparing for employment or career paths for future success.	
3.	I can ask and answer questions about agriculture and livestock in Afghanistan.	
4.	I can explain challenges that farmers may face in Afghanistan.	
5.	I can read an authentic Dari text and retell its main idea.	
6.	I can say a Dari proverb and explain the context in which it is used.	

CHP 6. PULLING IT ALL TOGETHER

In this section, learners provide evidence to demonstrate they have mastered the learning objectives of the chapter by conducting IPA 6.

Chapter Objectives:

- Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length information text in both very familiar and everyday contexts about *work and professions* in Afghanistan.
- Exchange information in conversations and some discussions on *work and professions* in Afghanistan that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Tell stories about school and community events and personal experiences relevant to Afghan *work and professions*, using a few short paragraphs, often across various time frames.
- Compare products and practices in own and other cultures related to *work and professions* in Afghan culture.

CHP 6. INTEGRATED PERFORMANCE ASSESSMENT (IPA) 6

Topic: Work and Professions in Afghanistan

Objective: To demonstrate understanding of the Dari language and Afghan culture through the three modes of communication (Interpersonal, Interpretive, and Presentational), focusing on career preparation, employment challenges, and opportunities in Afghanistan, especially in the context of governmental and non-governmental sectors, rural employment, and agriculture.

- **Interpretive Mode**

- Task: Read an informative article in Dari that discusses career preparation in Afghanistan, the process of securing employment in various sectors, and the challenges faced due to corruption.
- Assessment:
 - Write a comprehensive summary in Dari, encapsulating the key aspects of the article.
 - Reflect on the similarities and differences between career preparation and employment challenges in Afghanistan and your own country.

- **Interpersonal Mode**

- Task: Engage in a dialogue with a peer in Dari, discussing:
 - Perspectives on the importance of different factors and skills in choosing and preparing for a career.
 - Experiences or opinions on overcoming employment challenges and making the most of opportunities in one's career.
- Assessment:
 - Active participation in the conversation, demonstrating the ability to effectively exchange information, opinions, and experiences.
 - Use of appropriate vocabulary and expressions related to work, professions, and career planning.

- **Presentational Mode**

- Task: Prepare and present in Dari on one of the following topics:
 - "Challenges and Opportunities in Afghanistan's Agricultural Sector" focusing on current trends and future potential.
 - "Career Opportunities in Rural Afghanistan" exploring available jobs and how they meet the societal needs.

Assessment:

- Clarity and organization of the presentation.
- Accurate use of relevant vocabulary and grammar structures.
- Ability to engage the audience and convey your understanding of the topic.

- **Peer Review and Discussion (Post-Presentational Task)**

- Task:
 - Conduct a peer review session, providing constructive feedback on classmates' presentations, focusing on content accuracy, language use, and presentation skills.

- Participate in a group discussion, synthesizing the key points from all presentations and sharing insights on the broader topic of work and professions in Afghanistan.
- **Assessment:**
 - Quality of feedback offered, focusing on both strengths and areas for improvement.
 - Active and meaningful participation in the discussion, demonstrating a comprehensive understanding of the topic and the ability to connect individual insights to broader themes.

Note to Instructor: Encourage students to explore a variety of authentic resources to deepen their understanding of the Afghan work culture and employment landscape. The goal is to enhance cultural understanding and language skills in a practical context. Provide guidance and resources to assist students in their research, discussion, and presentation preparation.

CHP 6. VOCABULARY

English	Transliteration	دري
official job	kār rasmi/wazifah rasmi	کار رسمي/وظیفه رسمي
topics/subjects	mozo'āt	موضوعات
to find a job	kār paydā kardan	کار پیدا کردن
literacy	sawād	سواد
wealth	dārāi	دارایی
to escape	farār kardan	فرار کردن
work force	neroekār	نیروی کار
to complete	takmil kardan	تکمیل کردن
examination	amtahān/āzmun	امتحان / آزمون
fail/unsuccessful	nākām	ناکام
in lifetime	dar tul 'mr	در طول عمر
skills	mahārat	مهارت
profession	maslak	مسلک
to graduate	farāḡat	فراغت
to compete	raqābat kardan	رقابت کردن
private job	kār šaxsi	کار شخصی
busy	masruf/mašḡul	مصرف / مشغول
animal breeding	māldāri	مالداری
agriculture	zarā't	زراعت
source	manba'	منبع
salary	ma'aš/tanxwāh/mazd	معاش/ تنخواه / مزد
labor	kārgar	کارگر
farmer	dahqān	دهقان
level	sath	سطح
sector	saktor	سکتور
watching	nazārat	نظارت
compare	maqāyasah	مقایسه
only	tanhā	تنها
information	ma'lumāt	معلومات
animal	māl/mawāši	مال / مواشی

